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President 11th Annual Conference - Nov 1933

Prairie View State College

Report of the Proceedings

OF THE

Conference of Presidents

OF

Negro Land-Grant Colleges

HELD AT THE

Wabash Avenue Branch of the Y. M. C. A.

Chicago, Illinois

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Reported by B. B. Beck, Book No. 103

The following members were present at the Eleventh Annual Convention of the Conference of Presidents of Negro Land-Grant Colleges:

Alabama ..... President J. F. Drake
Arkansas ..... President J. B. Watson
Delaware ..... President R. S. Grossley
Florida ..... President J. R. E. Lee
Georgia ..... President B. F. Hubert
Kentucky ..... President R. B. Atwood
Louisiana ..... President J. S. Clark
Missouri ..... President C. W. Florence
North Carolina ..... President F. D. Bluford
Oklahoma ..... President I. W. Young
Tennessee ..... President W. J. Hale
Texas ..... President W. R. Banks
Virginia ..... President John M. Gandy

The following associate members were present at the Eleventh Annual Convention of the Conference of Presidents of Negro Land-Grant Colleges:

District of Columbia ..... President Mordecai W. Johnson
Virginia ..... President Arthur Howe

The Conference of Presidents of Negro Land-Grant Colleges opened its Eleventh Annual Convention at the Wabash Avenue branch of the Young Men's Christian Association in the City of Chicago, Illinois on Monday morning November 13, 1933 at ten o'clock with President John M. Gandy of the Virginia State College presiding.

President Gandy:—We are going to open this meeting with prayer. President Clark, lead us in prayer.

President Clark:—Our father in heaven, we thank you for this opportunity to meet in this conference. As we go into the business of this conference, we pray that we may have the assurance that thou art with us. We ask that thy divine presence will be upon our general meeting.

Give us, we pray thee, thy blessings. And help us to do thy will in the path of service and usefulness in this educational program to the extent that each one of us will do thy bidding.

Bless, we pray thee, the families of the presidents gathered here. Bless the schools; and grant that as we go forth from this place we may be better able to serve and help those with whom we come in contact—and that at the same time it will be thy will, oh, Master. This we ask for Christ's sake. Amen.

President Gandy:—The first address is the address of our president, President J. B. Watson of Arkansas State College.

President Watson:—At the beginning, I wrote all the presidents of the land-grant colleges to get some ideas about the program we should have this year. I wanted to know the kind of program that you would like to have. While some of them found some things to praise; some of the presidents were caustic in their replies and in their criticisms. One of them said, "Thus far the meetings do not justify the states' expenses in sending us here." Then I wrote to several people that are interested in Negro education to send me a criticism of our program. Some started out by talking about our problems, and some spoke with great praise of our work; but nearly all of them entered some criticism.

Some of the criticisms were rather pointed, and some of them rather humorous. I did this thinking that we might be able to get better results if we knew our failings, or I should say, our short-comings. Whatever it is that will help us find a solution to our problems is the thing we need. Some of these criticisms you have heard yourselves. I have put down some of the statements to refer to at this time.

If we had no old colleges to pattern after what kind of a college would we build? If those seeking to educate the Negro youth, or any youth, had no criteria but the need and means for meeting it what kind of institutions and what courses would evolve? One of the mistakes of the pioneers in Negro education is that they followed an ideal rather than a plan revealed by the conditions and the needs of the people they sought to help.

More than that we of today are following almost to the letter, the pioneers. Most of us, or probably all of us, are basing our work almost wholly on what Socrates or Dewy has said or on what Harvard or Yale has done. Only just now have we begun to ask ourselves where we are going and what we are aiming at. Only Hampton and Tuskegee among the present Negro Colleges have been accused of any originality and they cease to be original as they grow big and wealthy.

The Negro Land-Grant Colleges come into the field with all the years of experience in their favor; but they have brought just some more arts and science colleges with a little education and a little theory of the industries appended. Mr. McCuistion says "they are not as good as the best of the old Negro Colleges, and not as bad as the worst of them." Only the Negro land-grant colleges are not quite so modest as the older colleges, and their boasts are less and less veiled that they are superior to the old church schools and can teach them how to do what they have done fifty years.

It may be that there is nothing new in education, and if there is the Negro college is running true to form in not discovering and expressing it.

So it has occurred to some of us that it would not be out of place for these colleges to come together occasionally for the purpose of pooling our experiences and to answer some pointed questions among which are:

1. Has the college (especially the land-grant college) any special work with the masses of Negro people in this country? If they have, how shall it go about doing it?

2. What can they do, if anything, to make the country people prosperous and happy?

3. How can we explain why or how the phenominal increase in the land-grant colleges and their graduates and increasing failure of Negro farmers go hand in hand over a ten year period?

4. What are we going to do with our college graduates turned out without capital or prestige or improvement or organization or understanding, one of the many and other like quesitons?

While we are busy working our copied program and while we are corralling every "half baked" high school graduate to swell our enrollment above that of someone else, others (mostly white people) not connected with the school group are making and suggesting plans and projects for the improvement of our people. (The ignorant preacher). None of the recent thought for our betterment has originated in the college .

Let a crisis of any kind arise (educational or what not) and the college group are among the loudest of those who cry for rescue. We are among those who do not know what to do next, where or whither to turn. We are not statesmen. We are only hired servants. The greatest of the few statesmen among our college heads we made a martyr.

Our friends have made some few attacks on us with some point to their attacking.

1. They say we are superficial. Mr. McCuistion says some land-grant colleges publish in their catalogues five times as much as they ever offer in class rooms.

2. They say we are sophisticated beyond reason.

3 They say our colleges are top heavy and the presidents fat-headed.

4. They say our football team is dog wagging the college or tail, and that these teams are made up very largely of ignorant beasts of burden imported for the purpose.

5. One criticism they make touches me very deeply. They say

some of us land-grant college presidents are old and ossified and some of us should be osslerfied.

I beg to make only two recommendations:

1. That this body appoint a committee to wait on the President of the United States or his Budget Committee or both in the interest of our Morrill-Nelson money.

2. That this body appoint a committee to draw up plans for a movement to aid Negro peasants to buy homes and to become independent renters.

President I. W. Young:—Agricultural and Normal University, Oklahoma: Mr. Chairman: I might open my remarks by saying that I agree with everything stated in President Watson's address. I think it strikes at the vital point. I think that those of us who have been thinking will be willing to tell you that we have not been sleeping. I take issue with the statement that the white land-grant colleges have not integrated themselves into the lives of the people they serve. In our case the trouble is economic. And, too, our people fail to react favorably to the things that will be beneficial to them. As a result of the information they receive from time to time, our people should be in a better condition. We are not able to reach the masess of colored people in the same respect that the white people are able to reach the masses of white people. They have been told to increase production with successive crops and diversification. They have also been told to rule the market and rule the prices. Those are some of the conditions that we have not been able to overcome. Then, too, the politicians have conspired to take from them. We have a distinctive position and a distinctive economic condition that our land-grant colleges in the main must be responsible for overcoming. Right here is a fine place to begin. We must work out a constructive program or a constructive plan. We have not done what we could do for our people. I don't believe we have realized the gravity of our situation.

President Gandy:—Are there any other remarks on President Watson's address. Please state your name distinctly and the school you represent.

H. A. Hunt, Principal of the Fort Valley Industrial School, Fort Valley, Georgia: President Watson made some very pertinent remarks and I am very glad to get your point of view. In the light of the criticisms that have been made, I thank the Lord that I am not the president of a land-grant college. I would like to ask Dr. Watson if the criticisms were from Negroes and whites, too?

President Watson:—There were comments from three whites, but the most of the criticisms and comments came from the presidents of Negro colleges; three of them were not colleges of our own—men from

three other colleges, and one from a church school president. There was another criticism from a gentleman who will probably be here today.

Mr. Hunt:—You certainly started out in the right way to get it.

President Watson:—I didn't mention the nice things they had to say.

President C. W. Florence:—Lincoln University, Missouri: Although most of the statements were criticisms, there were some notes of encouragement. At the same time, I think that the masses of our people are lagging behind. The masses of people in the rural districts are not making the progress they should. This is not only true of the Negroes, but of the white. None of our Negro land-grant colleges has an experiment station. It would be asking too much of us without the facilities, and with a rather small faculty, too, to do what the large white university does. Take the University of Ohio or the University of Wisconsin, their facilities embrace the entire gamut of land-grant institutions. Today the rural families of those states are in very bad condition, and are in revolt almost against the United States government. And, it is a question of the condition in which they find themselves. If they have failed with their greater facilities, I think the accusations made against us are entirely unwarranted.

President Watson:—Nobody made an accusation.

President Florence:—The accusation is there. They haven't tried to find what we have been doing.

President J. S. Clark:—Southern University, Louisiana: I wish to speak on another point that presents itself. What are we going to do with our college graduates? I sometime think that the land-grant colleges are making a mistake when they urge every student to finish a college education, instead of teaching them to take up something that will enable them to make a living and lead a finer life, are turning out a large number of college graduates, and they haven't anywhere to go, or anything to do. The over-production of these schools has brought lower salaries for teachers. The college graduate goes into a community with his college degree, but without experience or aptitude for the work he is going to do. I often wonder if he has as much to give his community as the person whose place he takes. In some cases, I fear he works a hardship on the community.

I wonder if we are not making a mistake in preaching to them to finish a college education and then forget those who will go out as sophomores. Why not teach them to do other things that are useful? We talk about agriculture and mechanical art and forget the ordinary things that go with agriculture. Do we think of the ordinary things that go with mechanical art? Perhaps they are not ordinary. Most of the boys get tired of agriculture. It seems ordinary to him. The boy of

today doesn't turn his mind to agriculture. We had a boy to come to our school from one of the largest plantations in the state. The father sent the boy to school. He had a farm of sixteen hundred acres. There wasn't a single mortgage or scratch against it of any kind. He told this boy, "Now, I want you to go to school and study agriculture and take charge of the farm. Some day the farm will belong to you." This boy came to school to take a course in agriculture and took a course in tailoring. The father was very disgusted with the boy and with us, too. This is what he said, "I don't see the need of these schools teaching agriculture, when a boy inherits a plantation you will not urge or encourage him to take up agriculture."

We neglect some of the little things, when those are the things that will help boys and girls fit into the great scheme of life. If would be a fine thing if Negro boys would learn to make watches and learn to repair watches. Learn to make clothes. Learn to do something useful. Then they would not have to run about looking for something to do. If he can make a watch run, people will bring their watches to him to fix. I think we are neglecting a wide field by not teaching our students to be useful. We forget that there are other institutions in the state as well as the land-grant college, and some of them can do a better job along certain lines than we are doing. We can fit into the lives of our students in a way that these other institutions cannot fit into them. We have been busy doing teacher-training work, and have denied our boys and girls the training that would enable them to make a living. Some of these courses, of course, are handed down by the state boards of education. I think the catalog should be made with the view of giving them the things they need. I have too many courses in my catalog—I know I have too many. I worked with my teachers for a period of six months to get the thing out. I have something like thirty courses in education in my catalog. Some one made the remark that there was a school that offered forty courses in mechanical arts and gave three. Let me close by saying that Dr. Watson gave us food for thought. Our problem is to get our work done so that our students will be in demand.

President W. J. Hale, Tennessee State College: Are we discussing the first or second subject?

President Gandy: The first.

President Hale: I thought we were discussing the address of my good friend, (President Lee) on "The Function of the Negro Land-Grant Colleges."

President Gandy: That is the next subject.

President Hale: These criticisms generally grow out of what I think is a misunderstanding of the problems of these colleges—growing out of prejudice. I'm talking about the criticisms of what courses should

be offered in our curriculum. Is your course outlined by a committee or some other group? If you don't insert the courses in your catalog, how else will the student who wants a course of that kind know that he can get it? How otherwise will the student know that the college is offering what they want? Our institution is a little more than ten years old. We have had to offer something very definite. We put in our course the things we felt were needed. It took four years for any student who entered the first class to get through. In some instances it would be four or five years before we could offer the first course. When Howard University first established its practical arts course, I was talking to Dean Holmes about it. He said, we are offering these things here in the catalog, but we are only giving two or three courses. A conservative college like Yale University has a reasonably large number of courses that have not been offered. The thought that is at the bottom of the whole criticisms, is that the Negro colleges don't know what they are doing. I think if we didn't know what we are doing, I think we would all be kicked out. We don't want to be heckled.

The other criticism that we are not integrating ourselves, is because we don't get the encouragement of those who are in charge. Our state institutions are no freer than the private colleges. The agencies that support the colleges are the agencies that must be pleased. The president isn't free to do the things he wants to do. It is said that some of the presidents of the large white universities are just figure-heads. If that is true of the white man it is doubly true of us. We may have the spirit and the inclination, but it takes money if you want to do something worthwhile. If we had the encouragement—if we had the support of the people, we could do more in all respects. I think, too, that the white people think that the Negro ought to be helped only so much. If we get more help, we have got to influence the Negro to give more money.

President Watson: I wish to call attention to an instance just this past week. Dr. Wright and Dr. Irby know about this case. I am not saying that we have not been handicapped in putting our program over. Let us take it for granted that that is true. But there are things that we could do that we haven't done. I went to our banker in Pine Bluff. He is a large planation owner. He has one of the largest plantations in the Black Belt. He and his two nephews have about three thousand acres. I wanted to try out this project on his plantation. He saw me in the lobby of the bank about a month later. He told me that he wanted to say that I could have a free hand on his plantation and that the same thing was true on his nephews' places. I know that he has no special love for Negroes. We wanted him to be fair.

That is an entering wedge right there. We have got to get the plantation-owner whom we can count on behind us. Find him.

President Gandy, presiding:— The next address is, "The Function of the Negro Land-Grant College," by President J. R. E. Lee of the A. and M. College, Florida.

President Lee:— Mr. Chairman, if I had known we could decline being on the program, I certainly would have done so. I thought it was one of those things we are supposed to do. According to what I have in this paper, you have already taker up the function of the land-grant college. There are only fifty pages in this little book. Our secretary, President Atwood, wrote me and gave me a subject. I am trying to set up an ideal. I think these discussions have all been very helpful. I think it is a good sign of progress. Let me read this little paper.

In making assignment to me of the subject, "The Function of the Negro Land-Grant College," your committee was evidently aware of the fact that it is impossible for me to say more with reference to the work of the land-grant college than has been said from time to time in various publications. I take it that the committee expected that I would pick out essentials from the mass of material which has been put into print and re-emphasize these so as to renew and strengthen our faith in the work we are doing.

First of all, I think it is fitting that we should remind ourselves that the usual conception and interpretation of the function of the land-grant colleges is that they are designed for surface training for trades and industries, is contrary to the facts which are revealed in a study of the history of the Morrill Bill and various sources of information which have been brought to our attention through the Department of the Interior, and data submitted from time to time at the conferences of land-grant colleges. The usual conception, as stated above, has been that the land-grant colleges were not colleges of arts and sciences, but were schools where artisans and hand-workers in the various fields were trained. We need only to recall the fact that there were intelligent hand-workers in the various trades and reasonably expert, but not scientific workers also in agriculture when this bill was passed. There were then successful industrial workers, builders—then enormous crops were already being produced.

The purpose of the bill was to give scientific and advanced education, literary and otherwise, to those who represented the industrial fields, such education as had been possible only for a swell class. There were no colleges of arts and sciences when this bill was passed. There were in existence altogether about two hundred classical colleges. The influence of the land-grant college movement seen in the addition of the fine arts features and basic sciences to the then existing classical colleges.

Then it was that they were transformed from the classical colleges to the colleges of arts and sciences.

Historical data show that the Morrill Act had as its purpose higher or in better terms, advanced education that would apply to all people in all practical life. The following quotations are significant: "It was one of the purposes of the first Morrill Act to set up beside and in contrast with these classical institutions another type of **higher education** which should emphasize the sciences and their practical application." Mr. Morrill did not believe that these institutions would interfere with the existing literary colleges. He said in 1857, "We need careful, exact, and systematized registration of experiments—such as can be made at thoroughly scientific institutions and such as will not be made elsewhere." (From Survey of Land-Grant Colleges and Universities.)

A further statement by Mr. Morrill is as follows: "The design was to open the door to a liberal education for this large class at a cheaper cost from being close at hand and to tempt them by offering not only **sound literary instruction** but something more applicable to the productive employment of life. It would be a mistake to suppose it was intended that every student should become either a farmer or a mechanic, when the design comprehended not only instruction as any other person might need--with all the world before them where to choose--and without the exclusion of those who might prefer to adhere to the classics."

From the foregoing it is evident that the land-grant college was a movement for higher education of the masses in contrast to the classical colleges which appealed only to the aristocracy. In fact, the land-grant college meant a democratizing of higher education. Personally, I prefer to call this **advanced** education rather than higher education, for perhaps no education is higher than that which one receives as a foundation for that advanced training which properly fits him for his place in the world, whether in the field of literary education or industrial education. So from the very beginning of the land-grant college, there has been a movement to see that all people had an opportunity for advanced study—advanced study in agriculture, engineering, building trades, home economics, business training, and in fact every phase of productive activity, and along with the same training which was being given in the classical school.

The study of agriculture must include the study of soils, of plants, of soil feeding for larger production.

The experiment stations, with acts sustaining them, were an outgrowth of advanced agricultural education as advocated by the Morrill Act. The Land-Grant College can not fill the function of the whole educational system. The advanced theory of education as proposed by

the land-grant colleges has already affected and promoted a higher type of work in industrial pursuits. The engineer, the builder and all allied trades are no more the work of "rule of thumb," but are directed by scientific study—study of chemistry, physics, electricity, and all other possible applied sciences. It is also clear from the above, the land-grant college was not designed for the training of artisans and only for those who knew how to labor with the hands without scientific knowledge.

Then, what is the function of the land-grant college at the period in which we find ourselves at this time? Education through this type of college is not to exclude in any detail or phase subjects which were considered only classical. The land-grant college is to add to the previous classical education, a scientific education. The land-grant college is a college of arts and sciences.

in the field of industries, the land-grant colleges should provide facilities for advanced study in all phases of engineering, building construction. Not only is it necessary to have one know how to build a house, but he should be able to go into the study of costs, materials, kinds, strength and endurance of materials, etc., all of which must come from a study of the sciences as related to building construction. Even now new phases of endeavor must fall in the list of engineering also should be included in the training received from these institutions, those such as aviation, radio and automotive engineers, bridge and road engineers. These are also a part of the function of land-grant colleges if we are to carry forward the spirit of the founders of these colleges.

In the field of home economics, that which was not considered in the role of education at the time of the introduction of the Morrill Act has found new phases of service for human needs that were not even contemplated at that time. The land-grant college, pursuing its proper objective has applied scientific methods to the selection, preparation and preservation of foods and the study of cloth as was not dreamed of in the early days of the nation. Home making and planning are the epitome of home economics education.

It is also the function of this college to see that student life on the campus of these institutions conforms to the highest type of regard for the welfare and wellbeing not only among the students, but these principles should be so imbibed that they should want to be of service among the people with whom they cast their lot. This would include the necessity of religious, not denominational interest and influences.

The Y. M. C. A. or Y. W. C. A. worker, who, if the college meets its function, should be as strong, active and influential as such worker who goes from any other institution of learning.

I must yet mention the matter of military training. The Morrill

Bill includes a statement that military training, while not made one of the major objectives of the proponents of this phase of education, it should be made a part of every land-grant college program, at least to the extent of developing physical well-being, courage and respect for authority, habits of living that conform to the best interests of a community.

Perhaps the largest field of service and function of land-grant colleges for the present and for many years is the training of teachers—teachers for the grade and high school room, teachers for every phase of advanced agriculture, which would include scientific crop planning and variety of crop production, teachers for scientific poultry production, teachers of every phase of dairying, teachers whose knowledge extends not only to feeding swine, but who know the scientific methods of feeding, breeding and marketing swine. Thousands of acres of land could be returned to the list of productive farms if the land-grant college could fill this function of scientifically training teachers of agriculture.

The land-grant college should be able to train teachers for every line of prevailing trade industry, including the automobile, the airplane, the radio—these are the fields in need of teachers. I believe the land-grant college should furnish such teachers. Teachers of manifold phases of Home Economics should be a major function of the land-grant college.

To do this training of teachers, we must have for our teaching staff in industries the same highly trained teachers as we have for our classical studies. They must have advanced training in applied sciences. The land-grant college will not justify its objectives until there will be on its staff as many masters and doctors in technical training and industrial arts as are found on the staff of liberal arts. And further, we shall not be able to convince the student body, parents and public that the trades and industries are really scientific until teachers in these lines are able to present as high type of training as in other fields. Tradition is against us, but this is our task.

A most important function of the land-grant college is to promote, co-operate with and direct in a large measure every phase of extension work that the Federal Government has provided for.

The beginning of this extension work whether agricultural or trade, was influenced by the land-grant college movement. It is therefore the function of the land-grant college to administer and direct these extension activities. I am convinced that where the land-grant college has no direction of this extension work, it is only partially effective. Every such extension activity should be hooked up with the agricultural department, the technical department and home economics department. The land-grant college should furnish teachers for every phase of ex-

tension work, and, as stated above, the extention work should be a part of the college program.

Before closing, I wish to urge as one of the functions of the land-grant college the effectiveness of vocational guidance which has not reached the stage of influencing education in any large measure. The failure, we think, is due to a lack of scientific study and scientific application. This is ours to advance.

There is danger that because of the lack of funds and because of the disposition to follow tradition the land-grant college may revert to the classics rather than add to the classics the specific objections of the land-grant college.

Let me conclude by repeating that the land-grant college was established for the higher or advanced education of all the people. Higher education, not in any one direction, but higher education in every field of endeavor, literary and scientific.

The land-grant college is the most universal institution of our present day.

President Watson:—I think you have done just what the program committee had in mind.

Dean Bailey:—Arkansas State College: I feel just a little more encouraged. If the presidents could get the teachers to know the functions of the land-grant colleges, they would be able to carry out their program more intelligently. I am wondering if there was not a great deal of doubt in my mind as to just where the college was supposed to be headed. We spent two years at our college discussing the functions of land-grant colleges, and ended with the statement that we thought expressed the view of the college. Whether or not that statement would be in keeping with President Lee's paper, I am not sure. I would have to spend more time in thinking about his paper before I could decide. Many of the teachers come to the land-grant colleges with the idea that the land-grant college is just a college of arts and sciences. Others, I fear, think they are just trade schools. Most of them think that they are different from the life of other colleges. Some of them are doing work that could be done by schools that make no claim at being colleges. But to do our best job, we must know and appreciate the functions of the land-grant college.

President Clark: I quite agree with President Lee, that one of the functions of the land-grant college is to train teachers, just as he has outlined. But, as I stated a moment ago, what are we going to do with the young people who must go out and make a living. All of them can't be teachers. They must go out and do something to keep alive. So many now go into the teaching profession who are not truly sold on teaching. We should teach them to do the thing that they can best do.

If anything, we should be a little more particular about what we offer as teachers. I know this—that the majority of the students that enter our colleges never graduate. I would like to ask President Lee this question: You spoke of religious training; do you think there would be any objection to offering religious training or religious education? What does your college do along that line?

President Lee: I have a parson. I have a man to preach every Sunday morning. We have prayer meetings every Thursday night. Everybody goes to these meetings.

President Clark: Is it required?

President Lee: Nobody ever thinks of staying away. We don't have to say anything to the students about going.

President Clark: How about the teachers? Do you have any trouble in getting them to go?

President Lee: The requirements that we make of our teachers are that: They must know their subject; they must be able to set a good example; and they must be able to co-operate. Nobody ever stays away. We stay clear of denomination, of course.

President Hale: What is the penalty if they don't go? That is what I wanted to get from President Lee. I think our land-grant colleges should have a religious program in connection with their other training.

President J. F. Drake—A. and M. Institute, Alabama: This whole matter of working out a schedule there isn't a state represented here today that doesn't have some special problem in working out a program. We are trying to become accredited institutions. It isn't going to be easy to harmonize requirements with the special needs of the people of your state. It isn't easy in my state and it isn't going to be easy in your state. All in all we want to become accredited colleges. How are we going to work it out on the normal basis, and at the same time work out a program to suit the needs of the people in your state?

President Lee: Suppose we had a student who wanted to learn to be a brickmason, or one who wanted to learn to grease an automobile. It doesn't belong to the requirements of the regular course. We had a boy last year who some of my teachers said will never learn anything—he will never learn books, but he is the best painter in that whole section of the country. The thing we are trying to do is to help those who need help. We might not be able to put them into a regular class. But we can teach him something. He is not in the regular four-year course of that particular subject. We have a special class for some of them. There are a number of things for them to learn. I am not going to turn anybody away.

President Clark: How did you know what to offer that young man?

President Lee: He comes and wants to learn something and I give it to him.

President Watson: You gave us very clearly the purpose of the land-grant college. I think you followed it out in a very masterful way. The difficulty, we say, is keeping in line with the ideals and the needs. The ideal and the program won't run along together all the time. I think the most important thing is to fill the needs of the students.

Right today we have counted one hundred sixty-eight Arkansas students going out of the state to college. Some go to Hampton, some to Louisiana, Missouri and to other schools. They want to know if I graduate from your school, can I go to Howard, Northwestern or Chicago? And because they can't, they go on to some other school. This question of becoming accredited always comes up. We get tied down to one thing. I have tried not to miss the main thing. I sometime think that President Lee is doing a better work than some of those who have a high rating. I was talking to a president who is nearly dead because his school isn't accredited. Yet they are doing much better work than some of those who have a higher rating. I am talking about President Gandy.

President Gandy:—I wonder where you got your information?

President Watson: You told me so yourself. I got it from you. I know some land-grant colleges that are just as worthy as some of those that are accredited.

President Hale: I am not so sure what my success has been as I look back on the twenty-two years of my effort in Nashville, Tennessee. When I first took charge of a land-grant college, there were two things that I knew: I knew that the white people were willing to spend money on agriculture, mechanical art or anything that pertained to work. I knew that the Negro despises it; that he thought that education was the thing he got in the private college. To stress training in agriculture and anything else that had to do with work with the hands meant to lose the support of the Negroes. To train him in the classics meant to lose the support of the other group. I have been listening to them for twenty years. I think I know what the functions are. We have had a great responsibility and most of us have limited power. You can't separate them. You can try all you want to. But the principles of government are: You can't assume responsibility without the power to protect yourself. If these white colleges with every power and support for them from every angle have been called a failure, how could you hope for a Negro college to overcome the handicaps it has. What I am trying to say is this: The Negro is naturally opposed to agriculture or

anything else that pertains to manual labor and it takes a strong man to hold their attention. We have served our colleges just about as well as anybody else will or could under the circumstances. We mustn't get away from the fact that the majority of our problems are local problems. If we can't win it at home, we can't win it away from home. What we are doing is being taken note of by the masses of our people more than most of us realize or observe. A hint to the wise should be sufficient.

If the white people with all their power in every state in the union—they have it all. Their high school teachers, their agricultural teachers, their home economics teachers are better prepared and better paid than our teachers. I say, if they are accused of failing, how on earth can we be expected to succeed.

President Lee: We have had influence with the Smith-Hughes work, but not with the Smith-Lever.

Grossley: I was recently told that I could get my Smith-Lever money.

President Hale: Do you have any voice in the selection of a Negro extension director in the state?

President Grossley: We don't have a Negro department in the Smith-Hughes work in connection with the school.

President Hale: He will be influenced by the white supervisor. Do you have a general director of farm agents? Do you have a home economics director? There will be a meeting in Nashville next week. I have no fear of being a failure. I will take no position in the world in which it is evident there is no hope for my success when I have done the best I could. That is the principle on which I work. If there is no hope, I can pack my trunk. I have lived in that atmosphere for twenty-two years. I could tell you more. In most cases the people who are selected are no wiser, no broader, no stronger than the people who select them.

President Gandy: Mr. Hunt who is a director of the Farm Credit Administration in Washington will speak to us in the place of Dr. Nolen M. Irby. Although he has a new position, he is not new to us. Mr. Hunt is known to most of us in this group. We take great pleasure in introducing Mr. Hunt.

President Watson: If there is any time left after Mr. Hunt has spoken, there is something I would like to say.

Mr. Hunt: There will be time. I will only take a few minutes. I am very pleased to come here. First of all, as one who is engaged in work that is similar but under different auspices. As you were informed, I am here in another and a new capacity. It is so new that I know comparatively little about it myself. I was asked to come to Washington to talk with Mr. Henry Morgentheau, chairman of the Farm Credit Ad-

ministration. I had no idea what was in his mind or in the president's mind when they called me to Washington. When I went to this conference, I soon found out that President Roosevelt would have the Negro farmers share the same as others in the opportunities being offered by his administration. They believed that this service could be offered and administered to better advantage through some Negro and asked me if I would agree to undertake it. After a week's time, I gave them my word that I would try to do it.

I have very little literature thus far. The plan is to finance agriculture through the Farm Credit Administration by the President's act effective May 27, 1933. It was just set up at that time. It was headed by Mr. Morgentheau, as stated and is to have control of farm loans, insofar as Federal activities are concerned. The Federal Land Banks have been established for some time. They are divided into twelve zones or sections.

I have been asked, first to give my attention to private credit associations. Ten farmers may form an association and set up a program themselves. It hasn't been determined whether Negroes will go into the white organizations, or will be allowed to form separate organizations. Each of these plans will be used. I will make that clear; they may or may not form associations of their own; they may or may not go into the white organizations. Probably the best plan is for these farmers to come together and form an association—say a hundred farmers would form this association, elect their officers: a secretary, treasurer, etc. If one of the farmers in a group needs some money to pay for ferilizer, to buy seed, or to buy clothes, he makes his application for a hundred dollars. The loan will be secured by a chattel mortgage or liens. These loans must be secured by some sort of a chattel mortgage. On the average these loans will become due in about eight months. If, say, there are a hundred members who apply to the intermediate credit bank for a loan—the bank will let this association have the ten thousand dollars, a hundred dollars for each of them. The farmer is charged 6 per cent. In some cases he has to pay 6 1-2 per cent as some of them have a rate of 3 per cent and some have a rate of 3 1-2 per cent. In case the interest is 3 1-2 per cent, he will have to pay 6 1-2 per cent. He must take stock in the association to the extent of 5 per cent of the loan. He doesn't need to have the five dollars, but the five dollars will be taken out of the amount which he is to receive. He will get all but this five dollars or ninety-five dollars and he has five dollars worth of stock when he pays his loan in the fall. He doesn't have to let this five dollars stay in the association, but whatever part of it that has to be used to pay for the loans or loan that was not repaid will be taken from that amount.

It is my hope to get this information to the farmers through the Smith-Lever and Smith-Hughes workers. And, I hope the Jeanes supervisors will help also in getting this idea down to the farmers. The press also will be very helpful in getting the people informed. I am asking for the cooperation, interest and prayers of the heads of the land-grant colleges.

I haven't seen the president himself since my appointment. It has been my pleasure to meet him before he became President. I am thoroughly convinced of his sincerity in wanting to give the Negro this opportunity. I think he is thoroughly interested in seeing that the Negro gets this help. It is going to be a part of my job to let the Negro know that this is a business proposition. It is neither charity nor Santa Claus. Says Mr. Morgentheau, "We would rather lend an honest man a million dollars than to lend a dishonest man any amount."

We hope to get the machinery set up shortly whereby the Negro will be able to get long-term loans on the same cooperative basis. To me the cooperative idea makes an unusually strong appeal. If cooperation doesn't offer a way out for our people, I want the Lord to help us.

President Atwood:—Does this apply to the renter?

Mr. Hunt:—A man does not necessarily need to own land. In the case of the share-cropper, however, the owner has first claim. He must waive that right. The renter may borrow for himself.

Question:—What is the difference between the two?

Mr. Hunt:—The renter is one who is really out for himself. He pays what we call standing rent—so much money or so much produce for so many acres. In the case of the share-cropper the landlord furnishes the land and one-half of the fertilizer; the share-cropper furnishes one-half the fertilizer and all the labor and they share and share alike in the profits.

Dr. Wright:—Does it help a man to pay off a loan that he might have already?

Mr. Hunt:—It is designed to save that man. If he owes two or three people, they will probably try to get it scaled down in order to pay off his indebtedness.

President I. W. Young:—What is the advantage of this stock—this five dollars that he leaves in the association?

Mr. Hunt:—The president hopes that these associations will grow and become self-sustaining. It would be the same thing as pooling their money and selling it to the investing public.

President Atwood:—Will you use associations already formed or organized, or will a new one be formed?

Mr. Hunt:—There are none among us thus far. If there are I

don't know about it. Ordinarily to form an association, they would get together and apply for a charter from the Credit Farm Administration.

President Watson:—What if the white credit organization raises an objection to the new organization?

Mr. Hunt:—I have been at it less than a week. In my opinion, we shall probably find it easier for the people to go right into the organizations already formed. In other instances they will form separate organizations.

President Watson:—If the organization already formed will let them come in.

We are glad to have Dr. Wright and Mr. Favrot with us. We hope that they are going to feel free to join in the questions and discussions.

I want to ask the resolution committee, which is as follows: President Banks of Texas; President Young of Oklahoma; President Bluford of North Carolina; and the secretary of that committee, Dean Parker of the Arkansas State College, to meet after the luncheon at half past one in the executive secretary's office.

President Gandy:—I am chairman of that committee. May I make this suggestion: Any president who has a resolution, please present that resolution in writing. I suggest that we meet promptly.

Mr. Hunt:—I want to ask that the presidents please be good enough to send me a notice of any meetings which are to organize anytime between this and the middle of January, so that I might be able to get them some information. Address me: H. A. Hunt, Farm Credit Administration, Room 311, 1300 E Street, Northwest, Washington, D.C.

President Watson:—I hope that Mr .Wright will speak to us now.

President Gandy:—I was just ready to present Dr. Wright when President Watson spoke. Dr. Wright.

Dr. Arthur Wright:—I have listened to everything with a very great deal of interest. One thing that was said I want to mention particularly. One speaker said that if the land-grant colleges were freer of the various agencies, they would get along a whole lot better. I want to say that we invite some of the things that were said. That is the way we improve.

I hope that you will take very much to heart the things that Mr. Hunt said to you. I am just wondering if this information will get back into the country. I was thinking about a man I met in one of your schools. He was telling a hard luck story—how he had had everything he had taken from him for failure to pay an indebtedness of sixty-four dollars. He had several children in school and didn't have anything particularly to do that day, and was just there watching the children. It was one day Mr. Embree and I were at a school in Texas. He wasn't

complaining. There was another instance of a man who was a pretty good farmer. He had a nice place of one hundred sixty acres and lost it for failure to pay three hundred dollars. I hope the presidents will tell the boys and girls in your college about it. Everyone of them that goes home for Christmas should be able to tell the people at home about it. We have some people who need it. It is one of the most significant things that can be done.

I really came to this meeting to listen. I think we have some very difficult problems. In Alabama they have one teacher training college; and in Georgia they have one college, it is the state university for Negroes and along with that it is the teacher's college, and in addition to that it may be a training school. In most instances it is everything that the state offers for higher education for Negroes. If you come from a liberal arts college, it will be hard for you to appreciate the teacher training college. Besides some of you are definitely tied on with the state A. and M. college. (President Banks: The State A. and M. College doesn't bother me, it helps me.) Yes, that is true down there at Prairie View. You think maybe there are one or two other good schools as well as Prairie View. Your state supervisors instruct you it is true, but sometime I hope to see some evidence of originality. Some of the schools probably have to spend all of their time thinking about finances and the president doesn't get much time to think about educaional affairs. I think it a fine thing that the question came up, the obligation of the college presidents. I think the program has been unusually helpful.

President Gandy:—I look back at the evolution of your school—when Petersburg was hardly more than a high school. I know the difficulty he has had, and I know the advantage he has had to be in the state of Viginia. We know there is an advantage in being in Virginia. I know his problems have been just as difficult as some of the other schools. But to see that school develop carries a lesson that overshadows any note of discouragement. I believe that we are guilty of helping the Negro colleges want to become accredited. We are not in danger of not being accredited, but in how we become accredited. (President Gandy: I don't have to worry about salaries. I don't have quite enough books). But he does have a good school.

President Hale: We do have to think about numbers as President Watson said. Fifty per cent of our operating expenses comes from our students. We owe our teachers ten thousand dollars that they will never get.

President Watson: I want to remind you that we are due back here at two o'clock. Our plan is to get through early so that you can visit the Association of Land-Grant Colleges and Universities at the

Stephens Hotel. They are having several sectional meetings at the hotel. They will have their general meeting tomorrow night.

President Atwood: I want to call your attention to an article that appears in the Chicago Daily News. I purchased ten copies. You can get them for three cents a copy.

Adjournment.

AFTERNOON SESSION—FIRST DAY

This meeting was presided over by President J. S. Clark of Southern University, Louisiana.

President Watson: Mr. Chairman: President Mann of Cornell University is in the city and I suggest that he come tomorrow morning first thing. I have asked Mr. Favrot to bring him over tomorrow morning at nine o'clock. We are expecting him here promptly at nine o'clock and we must meet promptly. He is one of the friends of the land-grant colleges.

It gives me great pleasure to present Mr. Leo M. Favrot, General Field Agent of the General Education Board. We have said to Mr. Favrot that we have given one hour to his speech and to the discussion. His subject is "Some opportunities of the Negro land-grant college."

Mr. Favrot: I shall be glad to do that, if you will put down any question that you would like to raise before this group. It would be better if your questions dealt with principles rather than something which would be profitable only in application to your work.

In recent years, higher institutions of learning in America have shown a marked tendency to re-examine their offerings and procedures in the light of the present needs of college and university students and of society. Experimentation is going on in many institutions in this country. Some are engaged in trying to find ways of selecting students with greater care. A critical analysis and evaluation of the courses offered for freshmen and sophomores is under way. There is a growing sentiment in favor of continuing the general education of students through the first two years of college life and postponing specialization until the third year or later. Emphasis is also being placed upon special procedures in dealing with third and fourth year college students that the capacity of promising students may receive recognition, and high constructive scholarship, especially in those of marked ability, stimulated.

Another aspect of the trend in the analysis of the work offered by the colleges is based on present and future social needs. Young people have been in recent years flocking into colleges in increasing numbers. This applies particularly to Negro colleges. It is always a source of wonder to people from other countries that we of America are under-

taking to admit into high schools and colleges such a vast proportion of our young people. They see no place in our civilization for so many well trained individuals. When our colleges, especially our state supported institutions, reply to this criticism, direct or implied, they say that in a democratic system of education a tax-supported institution must offer equal opportunities to all and justify on these grounds the expense involved in training large numbers of students on the upper levels. The emphasis on service in American institutions is in contrast with the quiet pursuit of objective knowledge in European universities.

The challenge that comes to our higher institutions of learning at this time has a two-fold aspect. There is the challenge of the students whose presence in the colleges is due largely to the encouragement given young people for years past to climb the educational ladder through the elementary school, the high school, the college and, if possible, the university. The other challenge comes from society at large which has been looking to the higher institution of learning to supply in our social system those factors and agencies and that type of individual best calculated to preserve and advance our civilization. From these two points of view, then, an attempt will be made to point out first some opportunities open to higher institutions to educate young people on a college level, and to add to this some special opportunities open to the Negro A. and M. Colleges in the southern states.

The troublous days through which we are passing emphasize the necessity for a readjustment of our thinking to new situations. Among these may be mentioned the present lack of economic security, the instability of institutions which we had come to regard as fixed and permanent, the menance of the doctrine of pure individualism which, from pioneer days, has been regarded as synonomous with Americanism, the fallacy of confidence in mere legislation as a cure for social evils, the inadequacy of our political machinery which helps to perpetuate outworn and out-moded governmental agencies and activities and fails to adjust itself to present day needs, the remarkable advance of science in its applications to technical devices which has not only offered opportunities of some freedom from the exactions of grinding toil, but has helped to create unemployment and to disrupt the normal agricultural, industrial, and commercial life of the nation and the world. Add to these some contributing causes of our economic debacle, such as the orgy of spending, personal and public, in which we have been engaged, the wiles of super-salesmanship and the temptation of installment buying, the mortgaging of the income of future generations through bond issues for manifold purposes, and it begins to appear that our nation-wide joy-ride has been far more costly and less profitable than we had imagined, and that the deluge is upon us.

But if the world of today has its baffling problems, it also seems to provide for our young people opportunities quite limited or utterly lacking in an earlier period of history. The statement that the world has grown smaller through rapid methods of communication carries with it implications of a changing conception of the functions of our institutions of learning in such a world. One of its implications is our broadening interests. The achievements of science are not limited to the country or region in which they originated but are immediately available to the world at large. This is also true of achievements in literature and the arts. Ours is the opportunity to know about and profit from social and governmental experiments in Russia, Italy, and Germany—to accept and profit by what seems best in such experiments and to avoid the pitfalls into which they may lead us. Opportunities to see the best in art, to hear the best in music, to read the best in literature, are present to a far greater degree and at a far lower cost than in former days. If we can't keep well in this day and time, it is not for lack of available information, some of it unfortunately spurious, as to the care of the whole body and each and every organ thereof, and the avoidance of many varieties of diseases and ailments. Opportunities to secure the services in the college faculties of skilled men and women well trained in many branches of knowledge are greater than ever. Young people in our colleges may and do participate in inter-scholastic and inter-sectional debates in musical contests, in the dramatic arts, as well as in inter-sectional and inter-scholastic football and other athletic contests.

What must our colleges do in consideration of the insecurity of old forms of institutions and patterns of behavior on the one hand, and of new opportunities for growth and development on the other. The marvelous progress of science together with its applications to technology has been one basic factor in the era of change in which we find ourselves. The method of science may show us one way out. Science strives for fundamental truth. We seek by objective means to discover new truth. With an eye single to such discovery, we arrive in our thinking at some theory, and investigate with painstaking care and accuracy of observation every aspect of it until we have arrived at the truth or falsity of the theory. If the theory is found to lead us into a blind alley or is proven to be false, we take up another theory and follow it through with the same meticulous care. Many theories have been believed true for long periods of time only to be proven false eventually. Much of the physics and chemistry that you and I learned at college has been thrown into the discard to-day. Does this disturb the scientist? Not in the least. He reveals in change. He is ready and willing to investigate a new theory, and to adjust his thinking and teaching to a new conception

of matter and force, when he is satisfied that it is better than the old. But is this true in other fields? Are we ready to adopt the scientific method in the social sciences, for example? Give such a fundamental background as may be required in history, geography, economics, government, sociology, and psychology, are we prepared to promote among students a spirit of investigation and research, and to leave them intelligently openminded with regard to our social problems and our social institutions? Must they be indoctrinated with our ideas of worthwhile social institutions and forms of government, or may they be safely intrusted, with fundamental knowledge of trends in the advance of civilization through the ages and with investigative practice, to work out their own social patterns? Must we in our teaching of the humanities—language and literature and the arts—rely solely upon time-honored choice of materials and procedures, or may we, in larger measure, develop in these students intelligent powers of selection and encourage participation in learning of a type to quicken initiative, resourcefulness and originality? It is not by means of mere information about language, history, or science that our colleges will produce the type of mind that men and women must have to face the problems of a new social order, but by means of knowledge based on an aroused curiosity, a trained investigative experience, and the development of ingenuity, skill, and original thinking. It is time to break up the old molds of uniformity, to recognize individual differences among college students, and deliberately to stimulate such variety of interest and expression as will encourage each one to be true to his own discovered self.

The proper adjustment and increased efficiency of the individual call for something more than a trained mind. Ideals of conduct and desirable character traits and attitudes must be added. College students need to be taught the distinction between that which is temporal and that which is eternal. This group of college presidents share with the speaker a thorough grounding in the truths of the Holy Bible. Our personal behavior and our attitude toward our fellow man have been profoundly influenced by its teaching. Foreigners meeting Americans are frequently at a loss to reconcile our professed faith with our practical behavior. They believe that we have paraphrased a well known bibilical injunction, as follows: "Put ye first the almighty dollar and its acquisition and all these other things will be added unto you." There was a time in the development of our educational institutions when the question might seriously have been asked as to whether or not the root of all evil had spread its branches under the foundations of the structures of our higher institutions of learning and threatened to overthrow them. Perhaps even college presidents, absorbed in new and fine buildings and

in state appropriations, have permitted the outward manifestations of success as measured in terms of the almighty dollar to monopolize their time and attention, and to gain first place in their thinking. And not alone by example have we emphasized money values, but also by precept. How many commencement addresses we have heard reciting the value of a high school education in dollars and cents, and the larger value of a college education measured by the same token! The 3,000 young graduates who emerged in 1933 from Negro four-year colleges, universities, junior colleges, normal schools, and a several times larger number who came out of our high schools, must wonder what we meant by the financial rewards of an education. The room at the top about which they have heard so often must appear to them like mirage. The things of the spirit are challenging our colleges to-day. Appreciation of the beautiful in nature, in music, in art and literature, and in human relations, are not things that can be added unto us by the mere acquisition of wealth; neither can ethical poise, moral stamina, steadfastness of purpose, or social responsibility. These are among the things to be sought first and constitute the eternal spiritual joys. One does not have to be entirely insensible to the joys of the flesh in order to appreciate them. Indeed, one may thrill over the victory of the college team and thereby be incapacitated for intense enjoyment of a sonata, a glorious landscape in the fields or on a canvas, or a poetical gem. It is not the suppression of the joys of sense toward which the college shall aim, but rather the development of a sense of values that will insure the supremacy of the things of the spirit in the lives of youth.

A. and M. Colleges in the South have a peculiar opportunity to heed the challenge of the rural South. Here is a region that needs your attention and your help. Notwithstanding an 8 per cent decrease in the Negro farm population of the states that you represent in the decade from 1920 to 1930, 49 per cent of the Negroes in these states are still on the farm, and 68 per cent in rural sections. In five of these states there was an actual increase in farm population during the decade, and, if we are willing to accept current rumor, the depression during the past three years has resulted in an increase in the Negro rural farm population in all of them.

It is needless here to dwell upon the agricultural situation which exists all over the country and the difficulties of which apply with particular force to the Negro farmer. In the shift in this country from a population predominantly rural to one predominantly urban, something more than a mere moving of country people to the city has occurred; and our rural civilization has suffered. The rural people of today lack some opportunities that their forefathers enjoyed. The drift of the cream of farm youth to the city has left many rural sections without

adequate leadership. The farmer's economic status has changed. The abundant harvests of former years almost invariably brought good prices and gave the farmer a feeling of economic security and occupational pride. While admitting that the farm life of past generations provided a school of hard knocks for growing youth, there was still something wholesome about it, for it held out hope of reward, and the chores for members of the farm family, while it kept them too fully occupied, furnished frequently a challenge to their resourcefulness and ingenuity. To-day, increasing farm production and correspondingly decreasing prices of farm products have steadily lowered the farmer's income. His taxes have risen tremendously. The values of farm land have depreciated and farm credit is seriously impaired. Farm mortgages have increased. Loans have frequently been secured for the purpose of purchasing the new machinery and devices designed to make his lot easier and improve his condition, but little relief has yet been forthcoming. Fortunately for the farmer, his plight has won national recognition, and the new deal holds out promise of a better day. In this crisis in the rural farm life, the A. and M. College has an important part to play both directly and indirectly. It must be an agency to point out the proper interpretation and reconstruction of rural life.

The challenge of the Negro rural and farm life to the A. and M. College is two-fold: first, to take greater cognizance of it and learn more about it, and secondly, to devise plans to assist more adequately in its improvement.

A. and M. College departments of Economics and Sociology require the vitalizing influence upon the courses offered of the facts about the situation in the rural farm areas of each state. Rural farm and home ownership, farm and home mortgage, tenancy, money-rent and share-cropping, farm income, size of farm and farm home, standards of living on the farm, agencies operating for the improvement of the farm, the home life on the farm and the farm family, rural school and church opportunities, cooperative farming, farm purchasing and marketing, recreational and cultural opportunities for farm people, constitute not only valid offerings in the courses in economics and sociology, but in most states should form the very core of such sources. A close and vital relationship is essential between these courses and the courses in Agriculture, Home Economics, and Education. There need of a synthesis of the work of specialists in many fields on the amelioration of the farm life situation and the co-operative planning of subject professors in several fields can do much by pooling their knowledge and the resources of their departments on the improvement of farm life.

While much material should be used in background courses for all students, it is particularly to those preparing for a vocation for service

in rural districts that courses of this type are essential. This includes the prospective home and farm demonstration agent, the vocational teacher of agriculture and home economics, the rural health worker, the farmer and farm manager, and the rural principal and teacher.

In the effort to improve farm life, the A. and M. College enjoys no greater opportunity than in the adequate preparation of rural teachers. Many of the schools represented in this conference constitute within their states almost the sole agency for the preparation of teachers. An inspection of the catalogues will show that their offerings in scientific education include many courses, in the judgment of some people, perhaps too many courses. Legitimate questions may arise, however, as to the adequacy of these courses to serve the needs of rural teachers. More than 50 per cent of the Negro teachers in the South and more than half of the pupils are to be found in the rural schools of the one-teacher and two-teacher type. Until comparatively recent years, the trained teachers from your institutions have not found their way into these small schools.

The large majority of these schools have been taught by people who have not yet completed a high school course. With the increased supply of trained teachers, however, and the growing scarcity of desirable positions in cities and in high schools, the products of our colleges are more and more seeking positions in the rural sections. Unless these teachers are prepared to give the guidance and direction required in a rural school, unless they know the technique of rural school organization, unless they are aware of the real problems faced by country children, unless they appreciate the advantages of country life and the limitations of the home from which the pupils come, and the influences that affect the lives of the children, they will have difficulty in adapting the school definitely to the needs of the children and community served. The average small Negro rural school is an unattractive place. The methods pursued by the untrained teacher make for monotony in school life and listlessness on the part of the school child. The type of rural school required must have an interesting program and a wholesome atmosphere in order to arouse an attitude of cheerfulness and alertness among the pupils and to stimulate them to their best effort. The better type of rural school awaits a better rural teacher who has a larger vision of the teacher's task, provides a superior organization, and makes a better use of environment. Better instruction will come about through a fuller understanding of the needs of individual children and the community to be served. The standardized teacher tends toward uniformity of procedure but the rural communities to be served are not uniform. There is great diversity among them. The standards of life and the habits of thought of rural people must be considered in a program for development of rural

education. All of the forces, the agricultural and home demonstration work with adults, and with boys and girls organized in clubs, the Jeanes agents, the teachers of vocational agriculture and home economics,have an important part to play working on the real problems of country life. But the teacher of the small rural school who is close to the heart of the problem of rural life in the remoter sections of the South is in most intimate touch with the real situation in these sections, and the State A. and M. College has no more challenging task before it than that of training in its extension classes, in summer schools, and in the regular session teachers for adequate service in rural schools.

President Clark:—You have heard Mr. Favrot's talk to us. It is now open for discussion.

President Hubert:—I would like to make this comment: Your address goes right to the heart of the question. In thinking about training these teachers for these positions, I should like to know how we might reorganize these teacher-training courses and especially train those teachers who would like to become rural teachers. What can be done to get the superintendents of education to take an active interest in the teachers that are to go into the schools? It seems to me that is very important.

Mr. Favrot:—Pres. Hubert, you are asking two or three questions. Particularly, for the last question, most of my paper bears upon that. First, we have got to get away from the idea of any position. The training of teachers is not purely a matter for the department of education. Every subject should make a contribution to the training of teachers. We haven't given the training of teachers the proper effort—whether it is a rural teacher or any other teacher. The problem is the same whether it is a rural school teacher or an extension worker. I am not speaking of teacher training in Negro colleges, but in all institutions. I think we have got to bring all the forces to bear to make a good job of it. That is one of the points that I have to bring out. It might be stated differently. If you think the simple question: How we are going to organize our institutions so that every charge in our institution concerns itself in a large measure in training teachers? I do know that whether they go to high schools or rural schools, or whether they are going to be agricultural, extension, or home demonstration workers, they are all concerned about finding the easiest employment.

President Hale:—A great problem is to find the teacher that can teach the subject. At least sixty percent of our work is to find people that can teach geography and history.

President Watson:—People that know the subject know very little about life and about the whole life project. They don't know much, when they don't know when to speak and when to keep quiet. I believe the most of our trouble is that we fail to get good teachers. Mr.

McCuistion has asked this: What do you desire most in your teachers? In some cases they would begin to feel around to find out what they do outside of the schoolroom in that community. That is the question. It is one of the questions that we have right with us. We want people who not only can teach eight, five, or three hours, but who can at the same time set the right example in the community.

President Clark:—We try to select those who graduate from well-known colleges. We had an experience with one who was a "bad egg." She was a fine teacher in French and had a fine personality. But she put devilment into the heads of the girls. She told them all sorts of things—that we were too hard on them, etc. There was the very devil in those girls before we knew it. Some teachers are so indifferent there seems to be a lack of knowledge, a lack of character, a lack of interest, and a lack of personality.

President Hale:—On whom does the responsibility lie?

Mr. Favrot:—It becomes your job and mine. There is the matter of training teachers in service. I don't think it is an easy task. There are those who have their minds and hearts in the work. There are others who go along and do the work in their branch and that is all they are supposed to do. It is a very different problem from what we have had in the past. They should be more concerned with teaching boys and girls than they are in teaching subjects. You know the difficulty in that situation.

President Gandy:—I should like to refer to Mr. Favrot's first point: to teach pupils so that when they go out they may have originality and intelligence. A graduate who has that is very desirable. The thing that has been worrying me all these years is to teach people to think and teaching them to be original. If he has originality, he is good. If he has originality and intelligence, he is very much better. Booker Washington only had an eighth grade education, but out of his originality Tuskegee was born. Our job is to guide the student into the right channel. Sometime the bonds of society are greater than the bonds of school. Just how we can overcome that, I wish I knew. If there is a student that shows some sign of originality, we should watch him. For the most part we speak alike, we dress alike. We become a part of our environment whether it is right or whether it is wrong. The Negro people, and I expect the white, too, are guilty of that very thing. It is said that the language of the white people of the South is affected by the language of the Negro people of the South.

We have had the feeling that the white schools are correct. Grant that they are correct, they do not wholly fit into the needs of the Negro people. If we had had sense enough to study the actual needs and the actual problems of our people and our own work, we would be farther

ahead than we are today. There are many such questions that relate to the needs of Negro schools. We need a sufficient number of strong people who are going to think about the problems of our people to carry things over. I have been in a dilemma.

Mr. Favrot:—That is a most vital point. I am glad that Dr. Gandy has brought it up. I recognize that it is a problem; that it is by no means an easy problem. I don't infer that it is just a problem in the Negro colleges, but it is a problem in all colleges. A professor of Columbia University made the statement that most colleges were merely passing on a mass of information to their students. What they are being taught dosen't require a great deal of thinking. It may require verification by looking it up in the library. It may require that, but does it require very much thinking? Originality and initiative require judgment. I believe that many students that go to college never finish because they find that the courses are merely information courses. We want to get away from that thing. The student should be given encouragement to arrive at a conclusion from his own thinking. It may be prompted by the method we use in the application of the different subjects and the encouragement we give to originality. We are doing the same thing as if we were trying to make everybody like the same thing in art. We want to get away from it.

President Hale:—My feeling is that I am unnecessarily fearful that the methods that have been handed down are too deeply rooted. I heard Mr. Favrot in a conference of principals ask a question concerning the public and white supervisors. I don't suppose he remembers that. There were none who would answer the question, but there were some who could have answered it. I know a man who has his master's degree in mathematics. I don't think he told me about his higher mathematics. He was sent to me from Oberlin. I recommended him to the board. He didn't know anything except mathematics. We are requiring of the people who are going to teach to take so many hours in history, in geography and in mathematics. They must know something else besides the subject they are going to teach.

President Clark:—(presiding)—We are now going to listen to an address by President B. F. Hubert of the State Industrial College of Georgia on the subject, "The Role of the Small Southern Farm in the Future Land Utilization Program."

President Hubert:—President Atwood asked me to make this talk to you. I suggested that I would rather not do it. He told me that he was interested and wanted me to bring the facts to this conference. I don't know whether your institutions are as much interested in farming as we are in Georgia or not. And, we haven't cared whether people

liked it or not. We have done the things that we thought were most important to the people in the state of Georgia.

The production and marketing of crops is a business of major importance in this country. The successful operation of a farm requires skill and managerial ability of a very high order. Farming is a business, the success of which cannot be so accurately predicted and measured as in many other businesses. Crop yields are largely dependent upon soil types, climatic changes, and inroads of farm crop pests. The major crops must meet competition in world markets. It is, therefore, obvious that the best that any one may hope to do in discussing the subject, "The Role of the Small Southern Farm in the Future Land Utilization Program" is to examine the situation as it is today in the South, note the trends, and suggest what, in the light of these facts, may be expected to follow.

The size of the small Southern farm in the South is usually stated in horse or mule units, a unit being the amount of land which a man can farm with a mule, (from 20-30 acres of cultivatable land). In the Southeast, the small farm usually consists of from one to four of these units of cultivatable land and some pasture and woodland.

Four Southern States

For the purpose of giving a clear picture of the small southern farm, we will study four farm states in the Southeast; namely, Alabama, Georgia, Mississippi, and South Carolina. The statistical summary giving outstanding conditions in this farm area will be found at the end of this paper.

The constant continued reduction in total crop acreage and in the number of farms which has gone on for the past twenty-five years in these four states, the general trend toward unprofitable farm operation under the old system of cotton farming, and a noticeable increase in cut-over lands, suggest that the problem of land utilization has become very vital to the future of this whole section.

In projecting any long-time plans for land utilization, it is necessary to anticipate the probable demand that will be made for land by the crops having some measure of advantage for the land in question. It is also necessary that we consider the probability of present lands now being farmed being removed from profitable farming by constant soil erosion and other forces now at work. What then are the crops that experience has shown can be produced over this area at a fairly comparative advantage?

Cotton the Main Crop

Since cotton is the chief contender for 75 per cent of the cultivatable land in this area, the future of the small farmer is intimately

associated with the future of cotton production; therefore considerable time will be devoted to trends in this crop. Cotton is not only the chief crop but oftentimes the only money crop. It is probably the strongest contender for the most fertile soil. One-third of all the land devoted to cotton production in the United States lies within these states. The further fact that 17.5 per cent of the world's cotton supply is produced in this area indicates that any influences permanently affecting cotton production in any part of the world will very likely bring about shifts in the balance between crops in this area.

Approximately 80 per cent of the American cotton crop is exported to European and Asiatic countries. Great Britain, formerly our best customer, reached her peak in 1911 with an importation of four and one-half million bales. Since that time the trend has been steadily downward. During the past few years, her exports have been only about 35 per cent of her 1911 purchases. This trade recession has been due to international competition in the Textile Manufacturing Industry and increasing competition for the British market by Indian and Egyptian cotton. It is significant that Great Britain's factories show a preference for cotton produced in the dominion when price and quality of staple are relatively the same. Germany consumes approximately 3,000,000 bales of American cotton, but is keenly sensitive to price increases. The present indication is that American cotton may lose its hold on the German markets. The amount of American cotton imported by France has been fairly constant since post-war adjustments. Japan, an important consumer of American cotton, imports the largest quantities of cotton when prices are especially low. Indian cotton is a keen competitor with American cotton, especially when the American staple is short, and American cotton prices tend to rise above the normal. Russia, once regarded as a most promising potential customer, has now become a potential competitor for Asiatic and European markets.

With world situations that seem to indicate contracting demands for American cotton abroad, and a domestic demand near the saturation point, there seems little reason to anticipate very much permanent acreage expansion in the cotton belt. On the contrary, one would expect a gradual abandonment of unprofitable acreages, an increasing emphasis on larger-sized family farms, higher acre yields of quality staple, a tendency towards larger machine-handled units, and better utilization of the expensive labor element through adaptable enterprise combinations. Such conclusions are implied or stated in practically every cost or type study recently made in the cotton belt. Agricultural economists in the cotton states are almost unanimously agreed that

these steps are essential to any intelligent future agricultural policy for the Southeast.

What effect then will this likely have on land adjustments in Alabama, South Carolina, Georgia, and Mississippi? The drift of the rural population to the city within the last decade has gone on more rapidly in this area than for the country as a whole. Land abandonment has made greater progress here than in any other area in the country. The whole status of definite farm policies is unsettled.

Food and Feed Crops

The demand on the part of supply crops for the land in this area may be judged:

1. From the needs of the local population.
2. From the angle of its comparative status with other competitive regions.

This group of states comprises one of the most sparsely populated areas in the United States averaging 50.3 people to the square mile as compared with 136.2 in Illinois; 214.8 in Pennsylvania, and 264.2 in New York. While the population in this area has more than tripled since 1850, the percentage gained has lagged behind those since 1880. For the past 90 years this group of States has had an average annual increase of 1.4 per cent in its population. Despite the gradual gains in population in this area, there have been during the past twenty years certain internal changes that may permanently influence the uses to which land in certain localities may be put.

Since 1910, the population here increased from eight to nine and a half million, but the percentage which the urban population was of the total, increased from thirty-five to fifty-seven per cent, representing an actual rural loss of almost a half million persons. Although the total food consumption capacity was not thus lessened, there was a reduction of a quarter of a million mules and horses, and 430,000 cattle, sheep, and goats, freeing approximately the equivalent of 350,000 acres of corn land, 250,000 acres of pasture land, and 150,000 acres of oats, hay, and other lands. This has been partly met by an increase in dairy cattle and poultry, but only to the extent of the approximate use of 300,000 acres, leaving a net loss of 450,000 acres.

The small but steady rate of increase in population in this area represents a slight technical increase in the demand for foodstuffs (to be met by increasing the acreages devoted to them). This can be met by increasing the efficiency in their production or increased importation from other areas. This naturally raises the question as to what extent and in what products is this area self-sufficient. With a population of nine and one-half million people, four million horses and mules, three million cattle, a half million sheep and goats, three and a half million

hogs and over twenty-three million chickens, there is a potential consuming capacity annually for 136 million bushels of corn, 54 million bushels of wheat and 8½ million tons of hay. In the ten-year period 1918-28 the average annual yield of corn for these states was 111 million bushels. There are proportional production shortages in most of the other less important food and feed crops.

These states, taken as a whole, represent a deficit area for most of the principal food and feed crops. In certain sections, dairying and other forms of livestock show an increase which may result in a more intensive use of hay and pasture lands in the favored areas.

The tendency toward decreases in corn, oat, potato, rye and rice acreages appears to run parallel with farm population decreases; while the less rapid declines in total yields point unmistakably to one or two things:

1. More efficient production.
2. The disappearance of sub-marginal lands.

The fluctuating increases in peanut and tobacco acreages, mainly in Georgia and South Carolina, during the past ten years have been in response to low cotton prices or relatively high prices of these products. The acreage increases hardly more than offset cotton acreage reduction in the localities where the shifts occurred.

The heavy importation of corn, oats, flour, feed, dairy and livestock products into this area is sufficient evidence that these products might be grown locally (under improved farming practices).

Obviously, it appears that much of the land in this area already in use, is being kept in production at small annual losses rather than suffer a complete loss of the original investment by abandonment.

The length of the grazing season gives this area a clear advantage in certain phases of the livestock industry. These advantages are partly smoothed out by superior hay soils found in other regions and also by their close proximity to an abundant supply of concentrates. Obviously the corn belt has certain distinct advantages over this region, under the present cropping system, in the production of hay, oats, and livestock. Transportation remaining relatively the same, under present farming practices, it is hardly to be expected that there will be material increase in acreages of these crops over long periods.

Forest Products

These four states comprise in bulk one of the two remaining great timber regions in the United States. This region lying within six hundred miles of the center of consumption has a clear natural advantage over its main competitor, the Pacific Coast Region. Of the saw timber standing today, 2 per cent is in New England; 5 per cent is in the

States around the Great Lakes; fifty-one per cent in the Pacific Coast States; and 10 per cent in the Southeast. The decrease in the cut of timber is a natural decline built on scarcity. Any restoration of supply sufficient to lower prices will probably witness a revival of the use of timber and greater uses of wooden products. Climatic conditions in the Southeast would seem to indicate that there is a great future for the forests of this area provided a rational policy is developed for reforestation and preservation of the forests now growing up over much of this section.

Approximately 80 per cent of all timber land in the United States is in the hands of private owners. Some public forest policy should be adapted for the development of waste lands as great forest reserves.

Unlimited possibilities are open to the small farmer of the South in developing the woodlands as a source of future farm income. Lumber, pine for newsprint, turpentine products, evergreens for decoration, the development of game and fish reserves, all seem to point the way towards the more economical use of the timberland of the South.

A Program for the Future

Summarizing the present and most probable uses for the lands in the Southeast, it appears that there will be little to induce large scale corporate farming in this area:

1. Because of the large capital outlays required in this type of farming and the corresponding low cash return expected there. (Possibly dairying and poultry farming excepted).
2. Because of the high type of managerial ability required in this type of farming and the keen competition for this type of ability by more advantaged and less risky fields of industry.
3. Because of the extreme risk in assuring dependable returns from the land.

It would appear that this area promises to be one of small farms, the size tending to group about 150 acres as the most profitable-sized unit. This section then will likely be one of moderate-sized farms, peopled by two types of citizenry:

1. A tenant.
2. A stable, conservative land owner group willing to assume the risk involved in the climate and markets there in exchange for freedom, to develop home life and community institutions, and for the contentment and happiness possible to be gained from this freedom.

It is clearly evident from the above analysis that the small farmer of the South may hope to hold his own and become an increasingly important factor in the business of farming in this country only as he adopts a definite, self-sufficing program entirely in keeping with the

region in which he lives. The Southern farm must be a place of intelligent, well-planned and well-ordered activity if it is to have a measure of advantage in the future.

A Re-Classification of Lands

The first step in any well-ordered program for the future should be a re-classification of lands in the Southeast. There should follow a general abandonment of lands now unfit for profitable farming largely because of the impoverishing effects of erosion. It has been estimated that from one-third to two-fifths of all land in certain sections of the South should be returned to forests. It is certain that the individual farm operator, although clinging to poor soil, in many instances for sentimental reasons only, will be far better able to provide for himself a more satisfying standard of living in a different environment.

A More Efficient Farm Operator

Efficient, balanced, farm operation, capable of producing maximum results, is hardly possible with a low scale of literacy. Men who supervise and operate the farms must have the fundamentals of a practical, common-sense education. One of the first steps in a re-directed farm program for the South should be a definite system of education for farmers, that will guide them into a larger life on the farms. The character of the farm operator is a very vital and fundamental factor that must be reckoned with in any effort to improve farming conditions in the South. Highly competitive farming, such as must be carried on in the South, in the immediate and long-time future, calls for farm operators of capacity, and high average ability.

The agricultural extension and vocational services have done a good job but they have only scratched the surface. Wherever intelligent leadership has been provided by these services for communities of farmers over a number of years, farming conditions have generally shown improvement. A County Farm and Home Demonstration Agent in every county and a Vocational Agricultural and Home Economics teacher in every consolidated country school, living in the communities which they serve, would be a great step in the right direction.

Changes Needed in Our System of Land Tenure

The old system of land tenure in the South must eventually give way. There should be a system of tenancy that will enable the tenant farm operator to share in whatever permanent improvements he is able to make on the farm. It seems inevitable that some system of this kind that will enable the tenant to lease a farm for from five to twenty years without fear of being put out, will come.

The general breaking down of the old plantation system in the South will probably go a long way towards reducing many of the evils

of the tenant system. Interest rates charged tenants are excessive and in many instances almost confiscatory, but until there is some way found to make the tenant a better economic risk, under our present system, it is difficult to understand how these rates of interest will be materially lowered. There is much room here for government assistance in providing ways and means whereby tenants, especially Negro tenants, may receive farm credit over long periods of time at more reasonable rates than are customary in the South. Until interest rates are lowered, and there is a different business set-up between the landlord and the tenant, however efficient as a worker the tenant may be, his income from the farm will be relatively low. The whole system of tenancy in the South should be carefully studied in the light of changing conditions that confront both landlords and tenants today, and a more liberal land tenure system patterned after that of some of the more progressive European countries should be introduced in the South.

Land Ownership Should Be the Goal

Practically every study made of farming in the Southeast shows that over long periods, farmers have been most successful. Questions of improved soil fertility, drainage, methods of prevention of soil erosion, fencing, beautifying the homestead, planting of orchards, the improvement of woodland and the active participation in farm and community economic and social organization have a far greater appeal to the farm owner than to the tenant and sharecropper. A land of medium-sized farm owners, living on farms that are largely self-sufficing, and in neighborhoods and communities fairly close together, should be the long-time goal of the rural South.

Farmers should not only own the land they operate, but they should, as far as it is practicable, endeavor to locate in neighborhoods and communities in close proximity to each other. This is especially desirable for the Negro farmer of the South where we have a dual system of schools, churches, and other community organizations for the two race groups. By living near together, it is possible to enjoy the benefits of a maximum cooperation in production of crops, in the buying of fertilizers and other necessities, and in the marketing of farm products. Better schools and churches and a generally improved group social life is noticeable wherever this plan has been followed. It seems inevitable that the independent Negro farm operator will eventually find it impracticable to continue to live in communities far-removed from other members of the group.

Specific Experiments in Community Development in the Rural Districts

Facts and trends noted previously in the study seem to indicate that the Role of the Small Southern Farmer in the Program of Future

Land Utilization means, in part at least, that financial assistance is necessary for the small farmer who must plan to continue for quite a time in competition with power farms in other sections.

In order to contend with power farming, he must lean heavily upon cooperative activity which can be most quickly achieved in the South through community center activities where large-visioned, sane leadership may be provided in economic, civic, educational, and recreational community programs. The community center idea we have in mind may be best illustrated, if you will pardon the personal reference, by the project at the Camilla-Zack Log Cabin County Life Center, in Hancock County, Georgia. People who have seen the work there agree that it points the way out of many of our rural problems. It centers all forces of the community upon a unified program for the improvement of not only the living but the life of all.

Mention might be made of another community, the Wise Community of Warren County, North Carolina. The number of Negro farmers growing wheat in this community has increased from four to one hundred three in a period of three years. This development has largely come about through cooperation.

A New Type of Farm Leadership

One of the most urgent needs of the farm communities of the South is well-trained, energetic, practical leadership. This leadership should be able to envisage the objectives and goals of farm people and inspire them to develop for themselves a living and a life that more nearly satisfies.

This leadership, in order to be most effective, must be willing to live among the people whom they serve. Farm leaders should have the spirit of the pioneer missionary and give themselves unreservedly to the task of developing a rural civilization that will be happy and content.

The Land Grant Colleges should provide this new type of large-visioned leadership for the South. It is their job! These Colleges should be accorded every support in their efforts to attract to this service men and women of the highest type. The Negro Land Grant Colleges should become the most powerful centers, enlarging their facilities to meet every growing need of farm people. It is to these Land Grant Colleges that we must turn for rural leadership in the future.

Special Adjustment for Negro Farmers

1. Negro farmers are usually found on the poor grades of land.
2. Negro farmers do not get an adequate share of the various Federal loans. Many instances of discrimination have arisen in practically every section of the South.

3. Negroes do not share fully in Farm Marketing Associations.

4. Negro farmers do not have membership in Loan Associations and on Boards having to do with negotiating loans with farmers in the South.

5. Negro farm tenants being largely illiterate are usually at the mercy of unsympathetic landlords and merchants. Interest rates charged are often excessive.

6. Many Negro farm owners live on farms far removed from other farmers of their own group. Thus it is extremely difficult for them to develop for themselves and families the most desirable type of community organization.

Recommendations

It is recommended:

1. That competent Negro representatives be placed on all Loan Associations, Boards, or Agencies that deal with Negro farmers.

2. That Negro Land Tenure in the South be given careful study and a new system be recommended that will enable a farmer to obtain a farm on a five to twenty-year lease.

3. Negroes should be provided financial aid from governmental and private agencies that will enable them to purchase farms at low rates of interest payable over long periods. Farm ownership should be the ultimate goal.

4. Model, rural community centers should be established in strategic sections of the South in order that the people may develop for themselves a more satisfying group social life.

5. The Negro Farm Homestead should be improved. It should be more attractive and livable.

6. Every member of the Negro farm family should have a common-sense education that will fit the individual so that he will be better able to adjust himself to the life that he is most likely to live.

Conclusion

We cannot but believe that with the normal demand for farm products remaining relatively the same, the intelligent, hard-working farmer of the South, located on good fertile soil, will not be displaced. If he is able to grow with his business and put personality into the operation of his farm, with the idea of having it become a **home** for himself and his family, he can acquaint himself regularly with the world-wide conditions confronting farmers, and work for the highest possible net returns. In the light of these conditions, shifting his program from time to time, in order to satisfy changing customs and styles, cooperating with his neighbors to the end that he might have and enjoy the economic and social resources of the group, he can still maintain individu-

ality and a certain independence of action that make life worthwhile. The Southern farmer along with farmers in other sections of the country will continue to be a virile and most fundamental factor in our National Life.

President Clark:—We have twenty minutes left for the discussion of this paper.

President Gandy:—I should like to ask a question: Have you been able to get any money on the basis of the accomplishments you have outlined?

President Hubert:—I could not say that I have. I didn't tell you that one of the supervisors of the southeastern section said to me that we are genuinely interested in what you are trying to do for the Negro institutions, and we must find some way to get the $60,000 that you are asking for. I think that we are going to get that when we get back home.

Just to show you what I think the thing will do: This article which I read here I sent to a white woman who is interested in rural education. She said that she was going to help me because of the things that I was trying to do in the state. The next week I had a check from her for twenty-five dollars. I think that we have accomplished something when a southern white woman thinks that way. At present we are not able to use big money, we can do a good job with what we have.

President Gandy:—How do you get the money to organize and promote the project you have in your log cabin community?

President Hubert:—I owe people for many of the buildings yet. But for the most part I carry on this community program privately.

Mr. Favrot:—There is no question about it being a wonderful project. It is a great asset to the state. Have you got in that community a model one-teacher school, or other small school?

President Hubert:—We have a good training school there and a one-teacher school in the other section of the county. Mr. Welters of Waycross said to me: "You are doing the type of thing that the rural educational program needs. Come back to me and I will see to it that you get money for your buildings. I believe in it, preach about it, write about it and love it. People will be glad to appropriate money for your institution." We have had in all more than 10,000 visitors to our community, both white and colored.

President F. D. Bluford, A. and T. College, North Carolina:—I was very much inspired with my first visit to the "Log Cabin." It is about twelve miles from Sparta. I stopped in Sparta. Everybody knows about the "Log Cabin." I had no difficulty in getting there. I was especially impressed with the appearance of that community. There

were signs of progress everywhere you turned. And when I went to the "Log Cabin," I thought I was going into one of those fine types of log cabins that are all the rage with white people. Everything was modern and up-to-date. I noticed their various farm projects and operations. The whole community takes on an air of progress. It is a move upward. The social life there seems to be quite elevating. The people even seem to be away above the average people of that state. It is wonderful to see how the people of that community react to it. As for Mr. Hubert, everybody seems to know him, both black and white. Everybody seems to know him and he seems to be quite at home.

President Young:—On this question of support that President Hubert raises, I want to say that I am thoroughly convinced if he will continue that sort of constructive action showing that something is being done, that he will have no trouble in getting funds for the support of his work.

When I went to Langston in 1923, we had a small appropriation of $90,000 for our entire expenses. Two years after that the appropriation was raised from $90,000 to $437,000. $200,000 of that was for construction of buildings and equipment and $237,000 was for salaries and other things.

President Hubert:—Yes, that is true. One of the senators on the committee raised our appropriation upon my personal appeal. The white people don't fail to grasp the situation. I spoke of Senator Wheeler who had our appropriations increased. He told me: "You are asking for more money, are you going to continue to do with it as you did with the small appropriations?"

President Young:—Was this appropriation raised because of some special program, or because of your general constructive program?

President Hubert:—There are some special projects we work out, but we have just a general program. We bought a litter of five pigs which the boys raise under the supervision of their teacher. They replace the money that is borrowed and make a profit for themselves. We have one hundred-fifty turkeys. One of the tenants is raising these turkeys. We are telling her how to do it. We can get a market for a thousand turkeys if we had them.

President Mordecai Johnson, Howard University, Washington, D. C.:—You speak of things that will be of particular interest to the small farmer. To what extent will the small Negro farmer be able to raise a money crop as against power farming?

President Hubert:—There isn't any power farming in that part of the state of Georgia. We are teaching them dairy farming, poultry farming, truck farming and the like. We know that they can make a good living right there in that area if they farm intelligently.

Mr. Claude A. Barnett:—I sat in two meetings in Washington last week dealing with the Public Works Administration program. They are going to be somewhat interested in homestead projects. At present they have about $25,000,000, and I understand that they have $3,000,000,000 worth of requests. I judge that they are interested in having Negroes in some of these homesteads. They are very skeptical about the matter of segregation. There are several lines of thought: that Negroes should be brought together in their own communities; that there should be no separate communities made; that they should become a part of whatever homestead communities that will be organized.

President Hubert:—I went to Washington on this homestead proposition. They asked me whether or not I thought that separate communities would be better, or whether the Negro and white communities should be established together. I am going to tell you frankly, I see no good reason why Negroes would not fare better in their own separate communities.

President Clark:—I am sorry the time is up and we will have to stop the discussion here. Our meeting will open promptly at nine o'clock tomorrow morning. Dr. Mann will be our first speaker.

Adjournment.

SECOND DAY, TUESDAY, NOV. 14, 1933—MORNING SESSION

The second day session of the Eleventh Annual Conference of Presidents of Negro Land-Grant Colleges opened at nine o'clock Tuesday morning, November 14, 1933, with President J. B. Watson of the Arkansas State College presiding.

President Watson:—Gentlemen, we are fortunate in having Dr. Mann of Cornell University present at our meeting of Presidents of Land-Grant Colleges. Some of us have met him already. President Gandy and I were at Cornell last summer. Dr. Mann has given some time and thought to the progress of institutions of this kind. I think that anything that he has to say will be of particular interest to us. I am going to ask Mr. Favrot to introduce Dr. Mann to you.

Mr. Leo M. Favrot:—Members of the association, I am sure we are glad to have Dr. Mann this morning and I take great pleasure in presenting him to you at this time. Dr. Mann.

Dr. R. A. Mann:—I am very glad to be with you. Mr. Favrot suggested that I come over to be with you at this time. He thought that I may be able to present some thought or suggestion that would in some way help you in your problems. The thing that I would like to say first, is, that your problems are not unlike those of ours. I have reason to believe that we are all in very much the same general predicament financially. As revealed by one of the reports at the meeting last night, by President Boardman of Maine; it was shown that cuts in the financial support of institutions ranged all the way from 4 per cent for the more fortunate ones, to 60 per cent in the most extreme cases. Most of us fall between those two.

As important as these problems are to us and to our institutions, there are others which are even more important. The most vital of all of them is, the re-examination of ourselves. When we get to the point of examining ourselves, we all must agree that there are pretty good things for us. When things are going reasonably well, and our program is working smoothly, we see no need of this. I see from a glance at your program, that the subjects that are engaging your attention, are the subjects that also interest the presidents of our institutions.

A great problem in education is the entirely new methods of thought that are confronting the people at this time. We have been teaching them land conservation and utilization and now we are try-

ing to get the farmer everywhere to take land out of cultivation. Whether this land that is being taken out of cultivation will be put into some other use, whether the policies now being used are temporary, or if it will be put back into production, are some of the questions confronting us at this time. All of us look forward to some new educational adjustment. The program of readjustment is likely to be a very intricate part of the work of these institutions. If our students are to give a good account of themselves when they go out from us, we must prepare them to face the new situations that will be sure to confront them. We already note a change of attitude in our graduates. Jobs that formerly would not be considered, they are now glad to take. It is possible that we will not only get new ideals, but higher intelligence.

Except for a few years, most of my work in education has been on the administrative side, which means I have been trying to create the proper atmosphere for the running of our institution. After all that is the very heart of your institution and my institution. I save myself of a good many mistakes by taking counsel with my associates. There is nothing that gives a man very much more inspiration than that the head of the institution weighs his judgment.

I happened to be abroad during the years 1924 and 1926 to make some surveys of the educational systems in several of the countries. In some of the schools they have no money for fuel. Most of them worked in one room to save fuel, and they can't heat one room. Above salaries and everything else they wanted money to provide for their physical needs. That was the first thing that they wanted relief on. The very things that we come to recognize as common things in our institutions. We find a great waste of effort in all of our physical laboratories.

Now, you want to know how this is connected with land-grant institutions. Many of our students will become teachers. Unless we develop in those teachers a spirit of inquisitiveness, of investigation, a desire to keep in touch with progress; we have failed to equip those persons with the things that will keep them growing. If they have the capacity, they will find themselves. As Andrew D. White, the first president of Cornell University said, "Cornell would have as its objective to train the whole man in all his natural, physical, intellectual and moral faculties." Train him to meet any situation into which he should come. That is the challenge to every one of us.

President Watson:—I wonder if anyone would like to ask Dr. Mann any questions. It was through Dr. Mann and the members of his staff that Dr. Gandy and I had such a remarkable opportunity at Cornell last summer. They gave us a very unusual reception. It is a very

remarkable institution. It seems to run as a loose-jointed machine—the most original and effective concern that I have had a chance to observe. It seems to go so easy. We could never find out how Cornell is organized. What kind of a college is it?

Dr. Mann:—I have been there a long time and I have quit trying to find out. They have two universities on the same campus; one is a land-grant college, and one is an endowed college. We have quit worrying about it at all.

President Watson:—They are really expert in making you feel at home. They spared no pains in finding out what we wanted, and seeing to it that we got it. We enjoyed every moment of our stay there. There was a luncheon at which Dr. Gandy was the guest speaker. There were a great many very fine people who had turned out to see us. We were Exhibit A. Everybody wanted to see these college presidents from the South. I wish I had the little article they had in their paper about us. It was the finest experience I ever had. I wish I could tell you more about the very unusual people who run Cornell University—an institution that is very easy to get in touch with. Dr. Mann, we are very glad to have you here with us this morning.

President Clark:—We have enjoyed having Dr. Mann over this morning, and we thank Mr. Favrot for bringing him. I am wondering if Dr. Mann is interested in visiting the land-grant colleges in the South. I think it would be a fine thing if we could get men like Dr. Mann to visit us.

President Watson:—We might try to have a day with the other association at their meeting next year. It would be a fine thing if we could get in a meeting during the year to meet at Tuskegee, Atlanta or Tallahasse. We could get together people who are interested and work this meeting up. The president of the white land-grant college in Arkansas is a perfect stranger to me. If we can get the cooperation of the presidents of the other land-grant colleges, we can work up a worthwhile meeting.

Mr. Favrot:—I think we ought to develop that a little further. We should determine in what respect we ought to get the cooperation of the other presidents. One thing that occurs to me right now: the question of the experiment stations might well come up for discussion.

President Lee:—In our schools we are trying to encourage the research idea. We should have an experiment station in connection with our schools if we are going to develop anything worthwhile along that line.

President Gandy:—I have made an effort in Virginia to get an experiment station. What really happened in our case, I expect would happen in every case. The existing experiment station has all the

money there is to get and they are unwilling to change their organization in such a way as to release a small part of it to our institutions. We don't share anything at all under the Collier Act.

Dr. Mann:—I doubt if the existing experiment stations are discovering all the facts that are available. We need to develop the spirit of inquiry. It is very important that you develop it in your institutions. The atmosphere created will go with your men when they go out into their life work. It is just as essential as it is fair. Your work with agriculture and general science should deal with facts and your institutions need the development of a spirit of investigation.

President Clark:—Mr. Favrot, I wonder if the General Education Board would be interested in a task of this kind? We should develop this idea. I think we might have a committee appointed to go further into it.

President Atwood:—I move that a committee be appointed to promote a meeting during the year of the presidents of the Negro land-grant colleges with the presidents of the white land-grant colleges, this committee having as its work a joint program of making all our colleges more effective in serving the whole people. This motion was seconded by President Clark.

President Florence:—I am not quite clear on what the purpose of this committee is. It seems to me that that is the purpose of the whole organization of land-grant college presidents.

President Atwood:—The purpose of this committee will be to secure closer contact. There may be some who think that the committee can work out its own program. Take the Smith-Lever fund—the Negro land-grant colleges are not getting all they could get out of that fund. I made it general so that the committee could take up anything that they saw fit.

Mr. Favrot:—Let me say what I think: if what we want is a larger share in the departmental work, we should get the cooperation of the other group.

President Watson:—We should try it. There might be a dozen things that would present themselves to this committee. I would leave it open as a sort of a finding committee.

The motion was put and carried.

Committee:—President W. J. Hale, Tennessee; President J. F. Drake, Alabama; President B. F. Hubert, Georgia.

President Watson:—We thank Dr. Mann for coming over. We put aside our other program in order to get to hear him at this hour. We will now be addressed by Dr. Roland B. Eutsler, instructor in industry, Wharton School of Finance of the University of Pennsylvania. Dr. Eutsler.

"THE ADJUSTMENT AND COOPERATION NEEDED IN THE RELATIONS OF THE AGRICULTURAL CREDIT AGENCIES AND THE NEGRO FARMER—OWNER, TENANT, AND SHARE-CROPPER"

That your program committee has requested me to talk to you about the adjustment and cooperation needed in the relation of credit agencies to the Negro farm owner, tenant, and share-cropper is tantamount to a recognition on their part (and probably also on yours) that the present credit condition of the Negro farmer is unsatisfactory. That this is true is generally admitted by those who are familiar with the problems of agricultural credit. But to establish exactly how unsatisfactory these credit conditions are is a matter involving difficulties—difficulties which arise from the fact that factual data is not available. Each of you is probably familiar with isolated or individual cases of the borrowings made by the Negro farmers and the appallingly high costs and onerous terms attached to those loans. To what extent these cases may be considered as samples representative of the whole situation is the thing we cannot determine.

The only attempt with which I am familiar to establish exactly how unsatisfactory is the credit status of the Negro farmer is the paper which I presented before the "Conference on the Economic Status of the Negro," sponsored by the Julius Rosenwald Fund and held in Washington last May. I assume that it is because of that paper that I have been invited to discuss this problem of Negro agricultural credit with you. That assumption leads to a second one, namely: that you are familiar with the facts which I then presented. I need, therefore, dwell upon those facts only sufficiently to recall them to you.

It was in my thesis in that paper that governmental and private credit agencies and governmental credit policies were advanced to a point where ample credit is available to the American farmer. I believe now, as I believed then, that the thing which agriculture needs is not more credit but elimination of the unsound parts of the present credit mechanisms and in the promotion of more sound uses of credit. With that as a starting point, I then attempted, on the basis of the meager data available, to show the comparative status of the white and Negro farmers as concerns the kinds of loans utilized, the sources of loans, the conditions of the loans, and the costs of the loans. And I feel that I presented sufficient evidence to show that the Negro farmer occupies an unsatisfactory credit status when compared to the white farmer with whom he is in competition. This relatively unsatisfactory status was evidenced by shorter terms and higher costs for mortgage loans and higher costs for his various short time loans—for fertilizer,

for seed, for cash, and for living expenses. It was suggested that the cause for this unsatisfactory credit situation probably was due to the use of credit for meeting living expenses—a condition which necessitated reliance primarily upon the high cost credit agencies. The conclusions reached in that paper were; first, that Negro farmers' use of credit is comparatively unwise, and second, that improvements in the credit position of the Negro farmer could and would come about only as improvements in his farm management and farm financing were effected to such an extent that use of credit for living expenses becomes unnecessary, thereby permitting use of the more effective, low cost credit agencies.

Now, of course, the question of importance arises: What is to be done? What can be done to bring about the desired improvements? Possibilities here lie in either or both of two directions.

1. Changes in credit policies and credit mechanisms.
2. Changes in the conditions and position of the farmer himself.

Concerning changes in agricultural credit policies and the administration of agricultural credit agencies, I want to again state that many of the authorities (and while I do not include myself in that group, I also) believe that there are now available ample credit facilities to meet the needs of agriculture. I do not contend, however, that these are the best possible credit agencies since by far the largest volume of credit now available for agriculture comes from governmental lending agencies. Credit agencies which are an outgrowth of the users of the credit—I refer here to cooperative credit undertakings—have possibilities of social stability and improvement which can never be attained from credit handed down from above. But conditions in this country are such, and are likely to continue such, that governmental credit agencies and capitalistic commercial agencies, such as banks and insurance companies, will continue to supply the bulk of our agricultural credit.

Any immediate changes likely to occur in our credit machinery will be changes in governmental policies. If one be permitted to guess, my guess would be that such changes will be toward making available more and more credit. I dare not guess what changes in administration of governmental credit funds will be. However, insofar as our problems of Negro agricultural credit is concerned, there is one administrative program which I would like to suggest. It is this, the creation of an office whose duty it would be to study Negro credit needs and their present use of credit. As that information becomes available, suggestions for loan policies to meet the needs of this group can be made. It might also be possible that there could be developed a field force of trained Negro workers for the purpose of contacting Negro farmers,

explaining credit to them, analyzing their credit needs, and generally assisting in helping the Negro farmer make use of the low-cost credit agencies. Such an office and field force could as well be a part of the U. S. D. A. as of the governmental credit agencies. If a part of the U. S. D. A., the present organization of Negro agricultural demonstration agents could be revised to include credit problems as a part of their work. This, indeed offers valuable promise and I shall refer to it later in other discussions.

When one begins to examine the possibilities involved in changes in the position and status of the Negro farmer himself, one enters into such a complex maze of social, economic, and racial problems that it is difficult to analyze them. But in spite of these difficulties, it is my belief that most worthwhile improvements are to be made in this respect. One of the reasons for this belief is the fact that part of the present credit situation of the Negro farmers is due to their unwise use of credit. Because of their unwise use of credit, reliance must be placed on those credit agencies which will assume the risks incident thereto, resulting in the practical inability of the Negro farmer to make use of the low cost credit agencies which now exist.

Another reason for this belief is that credit is only one part of the whole business of farming, only one phase of the conduct of a farming enterprise. As such, it cannot be segregated into a separate category and discussed in isolation from the rest of the problems involved in the farming business. Too frequently premises upon which agricultural policies have been based have followed the concept that credit problems are isolated and distinct from the other problems of agricultural businesses. The fallacy of this view is two-fold. In the first place, credit is of value in any business only if by the use of the borrowed money, the borrower can make a profit or return over the, or I should say, over and above the interest cost of the borrowed money. Then, to liberalize the governmental credit policies and make more credit available to the farmers when the farming business as a whole cannot be conducted at a profit, results merely in getting the use of that credit in more serious and straightened financial difficulties.

The second fallacy is a failure to recognize that the financial status of the individual borrower must be the basis for any sound extension of loans. The financial status of the borrower, in turn, is dependent upon his farm management, his administration of the farm's financial affairs, and his living conditions. To extend credit without regard to the condition of the borrower, unless, of course, one wishes the loan to be an outright gift, or dole or a bounty, is quite undesirable.

Thus, wherever we turn in this confusing maze of socio-economic problems, one encounters the idea that credit conditions are largely a

result of the mode of living and the methods of production of the person or persons using the credit. This statement is the heart of the problem which we are considering. It has already been indicated that an examination of the status of the Negro farmer, and this is particularly true of the tenant and the share-cropper, reveals that his use of credit is comparatively unwise and that credit is available only on comparatively costly terms. Improvements in the credit position and conditions of the Negro farmer, then, must come through improvements and betterments in standards of living, methods of farming, and farm financial management. In other words, the Negro farmer must place himself in a position where his credit is supplied on terms and at costs which are comparable with the terms and costs of the credit utilized by the farmers with whom he is in competition. It is not until this has been accomplished that improvements in the general agricultural situation and agricultural policies will include direct benefits to the Negro farmers.

This view has been criticized on grounds that such improvements in the status of the Negro farmer merely place him on a comparable position with the white farmer and, it is asked, has anything been achieved when such a status is obtained? I can quite agree with my critics on this point that the general agricultural situation in recent years has been unsatisfactory. Consequently, one must admit that little or nothing would be achieved by the Negro farmers if improvements in their credit status entitled them merely to share in this depressed agricultural situation. But in answer to this criticism, it can be pointed out that this unsatisfactory state in agricultural condition cannot last indefinitely. A changed relationship or a complete reorganization of production must come about, and unless the Negro farmer has changed his status, he will not be a part of nor share directly in those changes. Since one of stimulants usually applied to a sick agriculture is credit, the Negro farmer must be in position to make use of the stimulants offered, and this cannot be done if his farm management and farm financial administration are on such a basis that he is precluded from making use of governmental credit.

I feel justified, therefore, in making the specific recommendation that one way to improve the credit position of the Negro farmer is to change his farm and living conditions in such a way that he can make use of the low-cost credit agencies.

That the Negro farmer cannot now make use of the low-cost credit agencies seems to be attributable to his dependence upon the credit for meeting his living expenses. When such credit is utilized, the agency supplying it has assumed large risks and must be compensated therefore. High credit costs ensue and we have another of those oft-referred

to vicious circles; poor business methods, shifting the risk for the crop to the financial agency, and too much use of credit for both farming and living expenses causes high rates of interest which, in turn, cause a continuation of poor business methods, shifting of risks to financial agencies, and a dependence upon credit for meeting the expenses of farming and living. The use of credit for living expenses requires dependence upon some agency which will assume the risks incident thereto—and all credit needs must then be met from this same source, regardless of whether that source can supply credit for all specialized needs and regardless of whether that source can supply credit on economical terms.

If there is to be any improvement in this situation, it must come through improvements in the position of the Negro farmer himself. Concurrent development of and improvement in methods of production, diversification of crops, decreased dependence upon credit for living expenses, effective purchase of equipment, supplies and fertilizer, and the use of credit for productive purposes only will place the Negro farmer in a position where the low-cost agencies can be utilized for supplying credit. It is by such means that differences in the use and availability of credit will be wiped out. These improvements for Negro farmers can come only as they become educated in knowledge and trained in habits to a point far in advance of where they now stand. Improvements in the credit situation cannot possibly occur until the farmers realize that it is to their advantage to utilize the most economical credit possible for each of their specialized needs. This, in turn, cannot be done until agricultural methods and practices are developed to a point where credit is utilized primarily for productive purposes and where dependence for credit can be placed upon other than local sources. The basic factor is education. It is only through more and better education that the living conditions and farming methods of the Negro farm population will be improved. And until this improvement takes place I see but little hope for betterment in the credit situation. Agencies cannot be designed to supply credit at low costs under the present conditions. Thus, the condition of the farmer himself, his living and farming condition, must be bettered and as this is accomplished, the credit position of the Negro farmer will show improvement and the high cost, unsound credit agencies will disappear.

It is in this respect that anything which I might be capable of saying will be of value to you. I have just stated that the biggest hope for improvement in the credit position of the Negro farmer lies in improvement in the living and farming conditions of the Negro farmer himself and that it is only through education that these improvements can be brought about.

If then it is primarily a problem of education, it comes directly to your door as the administrators of the educational institutions from which the improvements must emanate. Since I am only a pedagogue, and not an administrator, it seems presumptious that I should tell you what your obligations in this respect are. Only, however, I do feel justified in emphasizing that you have an obligation, and, in spite of the presumption, I want to go one step further and indicate some of the problems which fulfillment of that obligation raises.

One problem is the fact that the improvements must include the whole of the farming business—and this means concurrent improvement in methods of production, diversification of crops, increased production of food and feed crops, increased reliance upon home gardens, chickens and dairy cows for the farm food, decreased dependence upon credit for living expenses, and the like. I realize that you are now and have been devoting time and attention to such problems as these so I need not dwell upon them further.

This first problem creates a dual problem of its own: namely, educating those who are the farmers today and educating those who are to be the farmers of tomorrow. It is with this latter group that the most can be done. The whole range of the educational process can be made to relate more directly to every day problems. Your agricultural colleges are now to some extent doing this. Unfortunately, however, and I think some of you realize this, knowledge with which your graduates are equipped cannot be put into practice because it is contrary to the accepted agricultural system in which the graduate must make his living. You are already familiar with the picture of that system. In broad outline it is a system where land ownership is difficult without capital, where concentration of production is on cash crops, and where many large units, manned by tenants, the mass of whom are very dependent and very poor, occupy the most productive land areas. The system is characterized by questionable practices which, in credit for example, includes such things as the creditor store-keepers or landlords charging any price which they choose, making any entries which they like, collecting whatever interest is desired, and naming the price to be paid for the farm products which the debtor farmer must sell in order to repay his debt.

It is no wonder, then, that college graduates, trained to the best methods of farm management and administration, object to farming under such conditions and turn to other occupations and pursuits. But, the Negro farmer of today is confronted with that situation. If it is changed for those whom you are now training and the chances of their practicing and attaining success in farming are enhanced.

How to reach this group of today's farmers and what changes can be brought about for them is by far the biggest and most serious problem which you face. It involves changes not only in habits of the farmer himself but also changes in the economic system of agricultural production. It involves an adult education program to bring about the necessary changes in habits—and I know of no satisfactory program to achieve that end. It involves participation in movements designed to change the present agricultural system and such participation will not likely take place unless the adult education program has been effective.

While I cannot suggest a means for reaching this group of today farmers with an adult education program, there are several agencies which can be of incalculable benefit in that respect. These are, first, Negro schools, second, Negro churches, third, Negro county agricultural demonstration agents, fourth, Cooperative associations or clubs, and fifth, Extension work of Negro colleges. The possibilities and limitations of each of these are more or less apparent. The Negro school is limited by fact that it has but little contact with adults but much "missionary" work can be done by devious channels of teacher to pupil to pupil's parents. The Negro churches, while struggling for their own existence, stand out as a potent social agency in the rural Negro community. The contacts there should be well directed to include everyday life as well as the gospel of the hereafter. The agricultural demonstration agents I have already mentioned and I believe that, if they can be made less dependent upon grants of funds by county political units, they can do immensely more valuable work in all farm management and administration problems as well as their present activities in crop production practices. Small local cooperative enterprises offer possibilities of teaching interdependence that can come in no other way. And, you already know the possibilities and limitations of your actual or hoped-for extension activities. If these agencies can produce results—if the mass of the Negro farmer can be made to realize how the one affects the other—there will result a better understanding of farm practices and the obstacles encountered in the present agricultural system.

To discuss the changes which are to occur in our agricultural system and to guess how those changes are to come about is to risk skating upon very thin ice. Catastrophic changes by revolution are one possibility—but I doubt their probability. Changes engineered and carried out independently by Negroes are another possibility—and here again I doubt its probability. I rather feel that changes will come gradually through an enlightened social consciousness. Small beginnings are already being made—the establishment of offices in certain of our Federal governmental departments to analyze the situation of our Negro

population and harmonize its interests with the interests of the whole population is one evidence of this beginning. Inter-racial commissions, endowed funds devoted to the well-being of the Negro population, Negro associations and Negro publications might also be mentioned as evidence. Another, and this I believe will assume more importance in the near future, is a growing recognition that agriculture in the South cannot be practiced on a basis where one class or group exploits another class or group.

As these beginnings develop, and concurrently as the Negro farm population comes to understand and improve its own manner of living and farming, improvements in the whole agricultural situation, and credit is an essential part of this, will come about. Immediately, results might be achieved by an extension of the type of programs sponsored by the Georgia Bankers Association. This scheme, attaining some success among the white farmers where tried, is a cooperative endeavor of bankers, county extension agents, farmers and county editors to formulate a program of agricultural development which in the main has emphasized the production of food and feed crops on every farm, diversification of crops, and the planting of cash crops only as a surplus crop. The credit position of the cooperating farmers has been almost universally bettered. Inclusion of the Negro farmers in such programs is essential to their ultimate success.

I can well realize that you think that I have wandered afield from my subject of changes in credit relations. But I doubt that I have. I doubt that I have because I do not believe that there can be any improved relations between the credit agencies and the Negro farmer until the agricultural system is so changed that the Negro farmer himself is a farmer in fact as well as in name and until the Negro farmer himself is capable of contributing to that change in the agricultural system. It is that thought which I want to leave with you. And as you realize this, you recognize your obligations to devise and carry out the educational programs which can make it possible.

President Watson:—On this question of credit for Negro farmers, have you any questions?

President Atwood:—I want to ask Dr. Eustler: What is the position of the Negro farmers at the present time with the government credit agencies?

2. What other credit agencies does the Negro use?

3. What is the percentage of white borrowers as compared to Negro borrowers?

4. How can the Negro make better use of Federal loans? That is, how can he get more money than he has been getting from these agencies? What is the cost of these?

Mr. Eutsler:—I don't know whether the facts are available as to the number of Negro borrowers as compared to the number of white borrowers. The Department of Agriculture may have some figures on that question. On the question of loans through Federal agencies, there seems to be a lack of leadership on their part. The Negro hasn't made much use of the Federal Farm Loan Bank as a source of credit. We find that the greatest source of credit for Negro farmers is through the local bank or merchant, who is often the banker, merchant and plantation owner.

President Atwood:—Another question if Dr. Eustler knows: What percentage of these loans made by Negro farmers is used for the living expenses of himself and family?

Dr. Eutsler:—I really have no facts on that. It is an important question—how much went into the production of crops and how much went into the living expenses of himself and family. I have no figures available, but my guess would be that 50 per cent went into living expenses.

President Watson:—The Federal Farm Loan mortgages cover a period of thirty-four years. That is for the lifetime of the borrowers. It doesn't seem to be a very wise credit agency. Suppose they wanted to pay off this loan in say, seven or fourteen years. Could he amortize his loan? Could he pay any amount of principal he wanted on a particular loan?

Dr. Eutsler:—What actually happens is this: The Federal Land Bank lends to the local bureaus the amount of money for a loan. It pays a certain dividend which is earned from the interest paid on the principal. If he is able to pay off this loan in less than the thirty-three or thirty-four years, he will have to pay the interest for the time that he doesn't use the money.

President Atwood:—Do you find any improvement in the credit situation in those counties where they have demonstration agents?

Dr. Eutsler:—I can't say that we do. It is a question with which the agent dares not interfere. I know of one instance where the local agent was advising the Negro farmers against local practices of farm loans, and he came very close to losing his job. There isn't a great deal of difference in the credit situation. There could only come a difference in what better methods of farming would do for him. If he had to make less use of farm credit, naturally, his condition would be better at the end of the year. If he had produced more, and had had to borrow less, he would have a larger profit.

President Lee:—The demonstration agent had better confine his teachings to farm production and how to get rid of hog cholera. When

he begins to tell how much interest the Negro farmer ought to pay, he is moving out.

President Clark:—You don't even find persons outside giving information to the Negro tenants as to the amount of interest they should pay. The landlord pays 6 per cent for the money he borrows from the bank and in turn charges the Negro tenant as high as 30 per cent for the money he uses. Then there are cases where the landlord and merchant (when they are not the same) getting together and deciding how much profit they must make on the goods he buys from the merchant.

Dr. Eutsler:—In a number of cases the borrower, be he tenant or share-cropper, had no idea how much money he would owe at the store. Sometimes he thought he owed a hundred dollars and the books showed that he owed four or five times that much. Most of the borrowers don't know how much interest they are paying.

President Atwood:—Was that study in the state of Georgia?

Dr. Eutsler:—No, in the state of North Carolina.

President Lee:—I know of a case where a tenant went to the landlord to find out how much he owed after ginning five bales of cotton. The landlord told him he had come out just fine. This would pay him up. The tenant wanted to know if he was sure, because he had two more bales of cotton back home. The landlord looked on the books and said, "Oh, yes, here is a little item that I over looked. Let me see how much you owe me now."

President Watson:—I wonder if any of the presidents in their various states know of any considerable number of men owning farms who are graduates from schools. Are there any considerable number who own and operate their farms?

President Clark:—Do you mean land-grant college graduates? I know two or three who have graduated from Southern. I know of one who went out and bought a big farm.

President Watson:—We have two very large farms in Arkansas. Mr. Claybrooks is a very large farm owner and seems to be doing well. Scott Bond is another successful farmer. He has 3600 acres in cultivation.

President Watson:—Our time is running short. We must hear from Dr. Howe and Mr. Barnett this morning. Dr. Howe will speak to us on, "The Negro Land-Grant College and a Recovery Program." Dr. Howe is the president of Hampton Institute.

President Arthur Howe:—I want to express again the appreciation of Hampton Institute and my appreciation in being a member of this association. Right down there in our state of Virginia, I believe it has brought about a personal interest between President Gandy's school and Hampton Institute. The purpose of Hampton Institute and the rest

of the land-grant colleges is to serve the masses of Negro people. Our job is to help those at the bottom of the ladder.

President Watson:—We will now listen to Mr. Claude A. Barnett, director, Associated Negro Press, Chicago, Illinois, on the subject: "'What the Negro Land-Grant College Might Do to Help the Negro Masses in a Recovery Program."

Mr. Barnett:—In a conversation when President Watson was visiting here some weeks ago, he asked me to talk before this association. He said that there would be a general topic. I am simply a layman and would like to present a layman's viewpoint of land-grant colleges. Dr. Howe just spoke on things that he thought needed to be improved in the program of the land-grant colleges. Chiefly these schools have been dedicated to education in agriculture and mechanical arts.

When President Watson invited me to appear here today, he suggested that while the general subject adopted for this session was "What the Land-Grant Colleges Might Do to Help the Negro Masses in a Recovery Program," he would prefer that I disregard the general topic and develop somewhat, a conversation which we had upon one of his recent visits here. At that time I asked several questions relative to present day activities of Negro Land Grant Schools and I presume he thinks that their presentation here might prove interesting to the members of the association.

I should like to explain at the outset, of course, that I come neither in a critical frame of mind, nor as an expert. I am a layman, interested in the broader aspects of education as they affect our racial group, and represent, I feel, the attitude of the average lay citizen, who believes that the real ambition of the Land-Grant Schools, backed as they are by governmental funds, and dedicated to the task of bringing a liberal but practical education to our youth, particularly in agriculture and mechanics, is to give broad evidence of their accomplishment in these directions.

The country at large views with pride the remarkable progress made by our state schools, both in the number of students registered, the building programs developed and the general improvement made in their status. There are those perhaps, who as they evaluate the trends of present day curricula, regard teacher training schools as a sort of chief goal, and the assembling of faculties holding advanced degrees, together with the other requirements necessary for desirable ratings in various educational associations, has become almost a ritual. On the other hand, other observers are inclined to feel that the field for new teachers produced in large numbers, should follow growth in the public school systems, as this growth concerns adequate salaries, better teaching standards, more schools and smaller teaching loads, so as to

absorb more fully the teachers who are being trained. Since such growth is a matter of the future these practical minded observers feel, that as important as the development of a grade "A" school undoubtedly is, and as necessary as teacher training courses certainly are, the stressing of agricultural, technical and commercial arts for which these institutions were primarily formed, deserve additional and increased emphasis, in order that the practical matter of immediate jobs for graduates be fully realized.

Whether the training for prcatical objectives in life is succeeding and in the case of the land-grant schools, whether the agricultural and technical phases are being stressed, as well as whether competent people who are having an appreciable effect upon life in their respective states are being turned out, were some of the questions I asked President Watson. It would seem reasonable that if the land-grant schools were producing graduates, geared up to service in helping improve the economic life of their fellows about them, they would automatically be doing much to help the masses under our new governmental program.

Two or three days ago I returned from Washington, where the NRA, the AAA, the PWA, and numerous other symbols are on every tongue. Dr. Clark Foreman who is serving in the key position of contact or liaison man for colored people in that definite field, is here today and doubtlessly will describe fully the technical operation of the various recovery acts, but if these measures are to be carried out so as to benefit our group, there must be concerted cooperative effort in seeing first, that the people know what they have a right to expect, second, that the provisions are carried out without discrimination, third, that where unfair practices exist, the proper authorities be notified and lastly, that we recognize our own responsibility in helping to make this new social and economic experiment a success.

I think the most striking impression which comes to us who are engaged in organized newspaper work, as we watch the ebb and flow of information affecting the race from all parts of the country, is the appalling lack of organization to effectively promote the economic welfare of the group. To some extent the same comment may be applied to the social and health problems which face the group, but one may safely say, that with the improvement of the economic circumstances surrounding us, the attack on social, health and even moral conditions could be more easily approached.

Some one has to accept the leadership in such an effort and I know no group better fitted to do so than the presidents of the state schools. In most instances you presidents of the state schools are undoubtedly the first citizens of your states. When the public looks toward your territories for any sort of expression, it is one of you gentlemen who

immediately comes into mind. You have the confidence of the people and by virtue of your positions are more than educators. You must be statesmen, if indeed not politicians to retain your places and successfully head your institutions. Therefore if we are to develop a program leading toward a larger and fuller life for the masses of our people, it seems inescapable that we should look to you presidents for leadership in the venture.

In the first place your graduates are dedicated to the task, or should be, of providing light and help for the communities from which they spring. What vocations are they following? How nearly are your students going back to those communities or remaining in your states to help solve the problems of the rest of your people? I sent each of you a questionnaire making such an inquiry. Unfortunately the information received was too meagre to present anything like a complete picture, so I shall not quote the few figures I received.

I turned then to the white land-grant colleges and the state and county extension agents because I thought they might have a measureable and objective opinion upon the results of work being done among Negroes in their states.

A questionnaire was sent which asked three general questions: "How the Negro Land-Grant School could be of the most service in promoting the economic and moral welfare of the people of the state; to what extent agriculturalists and students in mechanics were being turned out who were able to enter those fields and do practical work; to what extent graduates were remaining in the state and how the land-grant schools could make a contribution to the success of the NRA program so that it might help the Negroes farthest down."

The reactions were interesting. Some answered in detail. Some gave blanket praise. Others displayed ignorance of what the Negro schools in their states were doing. Still others proved political minded. Instead of answering, they sent the questionnaire to the president of the Negro land-grant school, so that he might answer for himself and save themselves the onus of expressing an opinion regarding a sister institution. Here are excerpts from a few typical replies, selected in the main because of difference in approach:

Mechanization of industry and agriculture, the machines' effect upon civilization generally, the loss of employment under the NRA, and the loss of opportunity of many farmers because of the AAA policy of plowing under 40 per cent of cotton land, are all factors which are going to deeply concern your constituency. The precise type of training to be given during this period of adjustment to the new conditions facing the country, is a problem with which you educators are undoubtedly concerning yourselves. No extraordinary wisdoms which can en-

able me to map out a program to further improve or remedy these conditions is professed by me. I have confidence enough in the statesmanship of this group, to feel that with a picture presented, you will find a way to achieve desired results because of a realization of the key position, as previously stated, of the men who head the land-grant schools. I do wish however, to present a few suggestions, made at long range it is true, but growing out of a profound interest in and some appreciation of the situations which exist in the south, particularly in the states which are represented at this gathering.

An example of the sort of cooperation which may be attempted under the NRA, which specifically I am not discussing, may be gleaned from this experience of early this year.

When the announcement was made of the plan for Civilian Conservation Camps, I happened to be in Tuskegee. That measure as you remember was designed to reach young men of the age which had just completed high school and who were members of dependent families. The rules laid down specified that only youths whose families were on relief would be accepted. It happened that in most southern states a very small proportion of Negro families were on official relief rolls. Principal Moton was much concerned. At the time no program for the mobilization of the CCC had been issued. He asked me to go to Washington to deliver for him a message to each of the cabinet members who formed the committee which had the project in charge. I went.

Since it was self-evident that there would be separate companies in the south and separation in the planned pre-training period, he sent to Secretary Ickes of the Department of Interior, Secretary Dern of the War Department, Secretary Perkins of the Labor Bureau and Secretary Wallace of the Department of Agriculture, a letter in which he asked that colored reserve officers be used in training and officering these men, and offered Tuskegee Institute as a pre-training site for the immediate section about it suggesting further that the aid of the presidents of the land-grant schools be enlisted to select and provide training schools in other sections. He suggested that these same presidents be empowered to work with the state directors of relief in the carrying out of the preliminary enlistment and directly with the federal government afterward, so that these Negroes would get a fair share of places and equality of treatment.

I talked with each secretary, save one. The plan and the offer met with definite interest and appreciation. It was not adopted because the War Department had already been designated as the recruiting agency and various military headquarters had been selected, but letters did go forward asking that a fair quota of Negro boys be selected.

There were some discouragements. Administrator Persons who

hails from New York and who as Miss Perkins' assistant had charge of mobilization, told me that while he was sympathetic, he could not interfere with the activities of the state director of relief, because he had the job of selecting 250,000 men in four weeks, and that he was not going to let the race problem interfere with his job, inasmuch as he could not be expected to solve the race problem in four weeks. Mr. Persons was however, persuaded to send a copy of the law to each relief director, calling attention to the fact that there was to be no discrimination on account of race, color or creed.

In some states Negroes received a square deal. In Alabama, they actually advertised for Negroes to apply so as to fill the quotas assigned them. In Florida on the other hand, there was meagre representation. The state director there wrote President Lee that he could not appoint a colored man to any camp as long as there was a white man who wanted to go and begged President Lee to understand the difficult position which made this necessary, despite his professed friendship for colored people. Intervention helped the situation.

You may have seen in the daily papers a chronicle of the stand taken by Bishop Noah Williams of the South Carolina district of the A. M. E. Church a few weeks ago. When he learned of the discharge of Negroes in the state as the NRA went into effect, he lifted his voice and called attention to the fact that 50 per cent of the consumers of South Carolina were Negroes. He promised if violations of the spirit of the NRA continued to advise his parishoners to buy where fair play prevailed. It might not be politic for a school president to issue a public statement of this character, but this influence might quietly set in motion a movement to make purchasing power a more useful weapon for fair treatment.

I mention these instances, as examples of the sort of effort which I believe land-grant presidents may well make, individually or collectively in similar situations. Certainly such efforts have possibilities of benefit. Whether it is in the distribution of relief, or seed loans, or of checking up on NRA violations, if an organized effort is made, results will come and flagrant discrimination can at least be checked. If under this new liberal and socalistic governmental experiment being inaugurated, the mold is being cast which will shape the lives of all of us for a long time to come, I know of no group of men more strategically placed, to help us from being forced beyond even the marginal position in American life which we now occupy.

A possible hindrance to the propagation of such extension activities devoted to the general welfare, may be lack of funds. Several years ago I heard in this conference a proposal that a determined fight be made for two objectives, first, inclusion of the Negro Land-Grant

schools in the general association of land-grant colleges, and second, for an absolutely equal share in the distribution of state and federal funds.

At the suggestion of then president Clark, merely as a matter of securing information from them, I wrote each member of the white committee on Negro land-grant schools, inquiring why the colored schools were not admitted. I have never seen a more magnificent example of shifting responsibility. This organization appointed a commmittee for the same general purpose. I have never heard what became of the committee but I should like to offer a few suggestions as to how such a committee might function successfully. First a small fund for postage, stenographic service and if need be travel, should be established. Select an organization, such as the N. A. A. C. P., the Urban League or the Associated Negro Press, against which reprisals cannot be made and turn it loose to force the issue to a conclusion. Material should be assembled showing the disparity in monies received, by colored and white land-grant institutions, in the monies appropriated for research activities, in the number of Negro extension agents appointed and the lack of control of these agents in some states by the Negro state schools. Place the information before each congressman, senator, and state legislators and in the daily papers. Give it to the National Educational Association and to the educational journals. Make both pleas and demands, then get a friendly congressman to introduce a resolution in congress. Such a program may get results.

As mentioned at the outset, this statement of the problem in the form of questions to Dr. Watson and its possible resolution as outlined in these very meagre suggestions are not motivated by any idea of superior wisdom, but by a genuine interest, and a feeling that my position as a newspaper man may give me a viewpoint and perspective, impossible for many who engrossed in the multitudinous details and struggles for every day existence of their respective institutions, fail to fully realize their largest possibilities. If these honest inquiries and their disclosures stimulate thought and interest the purpose of this paper shall be served.

President Watson:—Are there any questions on these papers? I want to ask that the resolution committee meet in the office immediately after this meeting.

President Gandy:—I should like to ask Dr. Howe a question: If in his orientation program whether the basis should be to determine concentration of the student throughout his college career?

President Howe:—I think that would be one of the most valuable things. I think that it would be important to find out before the junior year what he is capable of doing. I think this should be done as soon

as possible. In the case of the Negro, I think he ought to be orientated in some of the common facts about his own people. When I use the word orientation, I mean giving them the ability to evaluate. I have students in the college classes that are not college material. That is a problem with us. One thing we are doing now is to use good old-fashioned examinations. They help us to determine not only their ability, but their capacity.

President Drake:—How do you make these examinations effective?

President Howe:—I think that the examinations should be so broad that the average student will be able to answer. The general idea is to determine their ability to think and compare. We might use a psychology test in connection with the freshman test. You will get a lot of information. For example, we had a girl who wanted to major in home economics, but we found out it would be better to put her in history.

President Watson:—I wanted to ask Mr. Barnett whether or not we might use the Negro press as a sort of a buffer to get our program through.

Mr. Barnett:—We will be glad to give help in any way that we can. I think it would be a great deal of help. I find that it is very difficult to get the presidents to adopt any attitude that might seem ultra-radical. I think we can go after some of the problems in a way that will be very effective.

President Florence:—I think that the committee that was appointed will be able to work out something very effective.

President Gandy:—I thought that was the purpose of appointing that committee. We will let them find out the attitude of these presidents and let that be the basis for further procedure. I think if we can't get it without this publicity, we ought to turn Mr. Barnett loose.

At this point the conference recessed for noon.

SECOND DAY—AFTERNOON SESSION

The meeting was called to order at 2:25 o'clock with President J. B. Watson presiding.

President Watson:—We are going to continue the discussion on Mr. Barnett's address. We are going to ask Dr. Young to make whatever remarks that he was about to make this morning.

President Young:—I don't recall exactly what it was I wanted to say now. That was this morning. There are one or two other things that are on my mind though. I have thought about the whole situation as suggested by Mr. Barnett and some of the others. I don't think they will bring about the kind of results that we are seeking. Won't get what we want by keeping up any fuss about it. To bring to their

attention our needs and requirements, I am sure will bring better results. I have lived among the southern people and live among them now. I think they are ready now as never before to hear our pleas. I think we can put our problems before them and have success rather than proceed further.

President Watson:—I wonder if Dr. Young wants to use the method suggested by Mr. Barnett?

President Young:—I am not just ready to say. I don't like to speak off-hand about a matter of this kind.

President Watson:—It is time for us to go on with our next program. President Banks will take the chair.

President W. R. Banks, Prairie View State College, Texas, presiding.

The first number on our program is an address, "A Program of Religious Activities in a Tax-Supported College." Dr. Raymond Leach of the Council of Church Boards of Education. Dr. Leach.

Dr. Leach:—I want to say that I appreciate, and our board appreciates also the fact that you have accorded me a place on your program. I know of no group of institutions that has made or is making the contribution that the Negro state college is making. That contribution is made in the face of great handicaps. You have not received the consideration that you should have received. I wish to tell you that better days are ahead, maybe not around the corner, but ahead. I have in mind the work that is being done at four or five of our institutions. Many of the illustrations do not pertain to any of the large institutions, but will approximate the level of many of your institutions.

I am glad of the privilege of meeting with you this afternoon for many reasons—some of you are my friends; it is also gratifying that a representative of the church should be accorded a place on your program; but particularly am I happy to meet a group of men who have been responsible through signal sacrificial service for the development within little more than a generation of a group of colleges that is today making such a contribution to American education as the Negro State Colleges.

You have not had the assistance or consideration from any source that your cause merits, but yet you have been successful despite handicaps great and varied:—the lack of high schools, the lack of enthusiasm for Negro education on the part of those on whom you depended for your very being; ever-present racial feeling and discrimination; limitation of educational opportunity by statute; restricted suffrage.

In regard to general education for your people, however, we do not forget the efforts of philanthropic boards and foundations and denominations, which down through the years have given magnificent

sums for this purpose. I have recently discovered that from 1928 to 1933, twelve Protestant denominations spent for Negro education over Eight Millions of Dollars, of which large sum, I dare say, the Negro State Colleges received no support for a religious program.

Sometimes we are prone to criticise the Church in this connection, both as to white and Negro state supported institutions, for she has been slow to accept her responsibility for the conservation a nd the development of the spiritual life of the young people enrolled in this group of institutions. But it must be remembered that their growth has been phenomenal—from an enrollment of 6000 in 1870 to a half million and more in 1933, thus confronting the Church with a great as well as a unique problem. This fact accounts in part for the deliberation with which the task has been faced. But it has been because of the newness of the enterprise and indecision as to how best to proceed rather than lack of interest that has conditioned the situation.

The task which we face is great—that of relating religion to the campus mind and because our present day world is dynamic rather than static, and because we face problems quite different from those our fathers faced, there is a necessity for constantly rethinking the subject.

Religion and education are not commodities that can be bought and sold and therefore subjected to any code because the method of approach to religious work with students depends upon the local situation. The two forces are intangible; they are felt rather than seen, and yet, they are very real. They are real for they stabilize society, and if they are so to do, they must travel along together—no divorce is possible. No longer can they be safely isolated in compartments.

Too long in the past has religion been considered as belonging to one area of life and education to another. Therefore, it is the business of religion to infuse the educational program and the business of education to put its best into religion, if creative personalities are to be the result of the process. The motto of the Religious Education Association is apropos, "To inspire the educational forces of our country with the religious ideal; to inspire the religious forces of our country with the educational ideal and to keep before the public mind the ideal of Religious Education and a sense of its need and value."

Leading educators in increasing numbers are acknowledging the necessity of including religious or character training as an integral part of the curriculum. Said Thomas Jesse Jones, "The most important ends of education are the character development and religious life of pupils. The imparting of information and the development of any kind of skill are secondary to sound character and intelligent religious faith. . . The Christian religion cannot therefore be limited to the Sun-

day services or devotional exercises or even to teaching the Bible. Every school activity should contribute to a more real appreciation of God in life—that is, every school act and every act in life should have a religious significance. Education is not merely the imparting of facts but the interpretation of Divinity in human affairs."

Glenn Frank, President of the University of Wisconsin, feels that our duty as educators and educated is the creation, the comprehension and the control of the social order and that significant civilizations cannot be built around sleazy individuals. Since this is true a valid education must deal with the emotional as well as the intellectual side of men's lives. "The social diagram of a New Renaissance," says President Frank, "needs the spiritual dynamic of a New Reformation" and "The New Reformation will have many of its most striking episodes not in cathedrals, nor evangelistic sheds, but in laboratories, schools, factories, directors meetings and political headquarters."

As I meet state college and university executives, I find them desirous of having spiritual influences brought to bear on the lives of their students. There is a general feeling that the great breakdown that has brought our civilization to the verge of ruin is due to a lack of motive rather than a lack of motor power. There is no hesitation, either publicly or privately, to recognize and emphasize the value of religion and religious instruction. As a matter of fact, it becomes increasingly evident that the responsibility for carrying out any campus religious program will have to be faced unitedly. Ultimate success will doubtless depend upon the degree of cooperation which can be brought about between church representatives and university and college administrators and faculties.

In this connection it is interesting to note that the National Association of State Universities at its annual meeting in Washingon, D. C., November 17 and 18, 1932, appointed a committee to cooperate with the North American Conference on Higher Education and Religion with reference to religious education in state universities.

But we wish to know something of a plan or method that will look toward the accomplishment of our task which we take to be the developing of a religious experience and faith in both college students and faculty that will train them to function properly, not only in the business of leading but likewise in the serious business of living—for not all of our students are going to be leaders.

A complete religious program at a college will have to have a clear objective. One phase of this objective will be to promote thinking on religious questions. We should seek to develop an appreciation of the nature and processes of religion in the light of conditions affecting life

today, thus enabling students to make such adjustments as will vitalize religion for them.

Our task will be determined for the most part by the needs of the larger group of students who are preparing for service in such fields as engineering, agriculture, home economics, teaching, business, forestry, etc. An attempt should be made to create a right attitude to carry into the industries and the professions. Special attention should of course, be given to the religious training of such students as anticipate lay leadership in the churches in their local communities as well as to those who plan to enter social service or the religious vocations; such as missionary work, the ministry, directors of religious education, pastors' assistants, professional leadership of religious organizations, etc.

The one who heads up the department having to do with the religious life of the institution must be intelligent enough to know that his work will suffer confusion unless he has certain specific objectives as clearly defined as those of any other department of the college. He must constantly be re-thinking his program. No two institutions are alike in their religious situations. Moreover, the situation on a given campus may be quite different this year than it was last and it may be altoghether different next year. Student constituency changes rapidly. A successful program this year is no guarantee that it will be effective even if attempted the following semester.

In order to be effective the religious activities of a college must influence the student in three ways:

1. In his individual life.
2. In his campus relationships.
3. In his life beyond the campus gates.

1. Character is not made in a vacuum. It is the result of personal contacts made everywhere through life and the manner in which we react to them. We realize today that it is not alone the home, nor the school, nor the church, which conditions character development but these together with many other agencies which a generation ago were overlooked, i. e., the influence of the street, the social club, the playground and the whole community life. All of these make their contributions to that highly complex product we call character.

The logical step, if we are deeply concerned with the type of product which is to emerge from the process is to coordinate in so far as possible, the wide group of character-forming agencies; to seek to put a pure educational and religious motive into our athletics, our street life, club life, community life, and home life, as well as into our class rooms. The highest type of character is obtained as we Christianize our relationships one with another everywhere. The world has at last

appreciated the fact that it is not possible to have two sets of morals in our lives.

The one heading up the religious activities of a college must be a specialist in Christian friendship, able to sense the student's need, to counsel him wisely in any type of difficulty or trouble. There are many problems which can be solved by such a person with which it would be impossible for a dean or other college official to deal. A wise counsellor should be able to discuss a technique for choosing a vocation and to lead all young people to base their choice upon the Christian philosophy of life, for there is surely a Christian approach to all vocations. Special attention should be given to those who are homesick and low in spirits. Inviting them to lunch or dinner sometimes works wonders. Economic difficulties need consideration and many times the arrangement of a temporary loan is a real missionary act.

My personal opinion is that if the student is to take religion seriously, it must be presented to him as an academically respectable study. No reference to credit courses in the field of religion taught in state-supported institutions would be complete without calling attention to possible legal disqualifications for such teaching. As a matter of fact, neither national nor state laws nor constitutions prevent credit being given for courses in religion in state colleges or universities. It has been found that provisions in state constitutions relating to this matter are meant to prohibit **sectarian** influence and propaganda and not religious teaching.

State colleges and universities are increasingly including courses in religion in their curricula. During the past decade in a group of thirty-three state universities, the number of hours of credit courses in the religious field has increased from 384 to 693, a gain of 80 per cent. In a study made of 135 state teachers colleges in 37 different states, 70 of them in 27 states include in their curricula courses in the general field of religious education to the total of 426 5-6 semester hours. Such work is given in different departments, such as, Bible, Biblical Literature, Classics, Education, Englsih and Literature, Ethics, Greek, History, Latin, Philosophy, Psychology, Religious Education and Social Science. Teachers Colleges especially are including in their curricula courses in Social Service particularly pertaining to the problems of rural life—home, family, church, school, health and sanitation.

Dr. William L. Young, Chairman of the University Depratment of the Council of Church Boards of Education, when University Pastor and Professor of Religion at the University of Montana, was signally successful in getting different heads of departments of the University to introduce courses of religious interest. For instance, the sociology professor gave work in the Social Contribution of the Church; the mod-

ern language department introduced as reading courses the New Testament in French, German and Spanish.

It is true that a religious experience does not necessarily follow taking a course in any religious subject, but many people feel that one of the deepest religious needs of a student is met when he is shown under the same disciplines of any university study, the role religion has played and is playing in our civilization.

At some state colleges, work in religion is given as an Orientation Course and is required. Some of the topics dealt with are "Contemporary Religious Thought," "Campus Problems and Christian Ideals," "World Problems and Christian Ideals." Such courses are taught so as to allow discussion of many fundamental things which are important in building the right kind of life attitudes. Moreover, they can be taught in such a way as not to offend the members of any religious faith.

If the objectives are right, the materials and methods are bound to adjust themselves. On the other hand, if the aim is merely to indoctrinate and that along dogmatic lines, the result will be unfortunate in every way. But if sound educational methods be employed, if there be breadth of view and a spirit of tolerance, if the teaching be such as to foster a deep sense of reverence for the spiritual values of life, if it be such as to develop social-mindness, the recognition of the social structure of life and of God as the ultimate social fact, then such study may become a great power for social betterment.

2. The campus relationships of the student should be helpful and can be made so with little expenditure of effort, for students are naturally social beings. A rich variety of contacts can be arranged with men and women, both students and faculty. This influence can be enhanced by several types of groups. An opportunity should be afforded for students to form their own fellowships with a minimum of guidance. Conversation, discussion or forum groups can easily be organized and with great profit. Some of the topics dealt with by such groups this past year at various centers were: Christianity and War, Can one afford to buy sweatshop clothing?, The Scottsboro Case, Is the Church competent or impotent to deal with social problems?, The Eighteenth Amendment, Religion and the Art of Living, the Race Problem, Religion in Contemporary Literature. Contacts through the loan of books and the distribution of literature can be made both helpful and happy.

At one center there are such student interest groups as Social Service, Foreign Born, World Fellowship, Ways and Means, Publicity, Social, Music, Program, Membership, Dramatics, Freshman Council. Each group has a well thought out program and everyone is working.

Of especial value are student faculty contacts where a spirit of democracy prevails and where religious views and experiences are exchanged.

At a certain New England state university, the students under the leadership of the religious director, are building traditions—A tradition that students are welcome in faculty homes and call there; A tradition that no student cheats; A tradiiton that all students give moral support to intellectual curiosity; A tradition that to strive for peaceful methods of settling international disputes is the duty of every educated man.

Students need opportunities to meet and hear outside speakers and leaders. Fireside groups and personal contacts through interviews can be arranged to advantage.

Whenever possible, students should be given opportunity to attend conferences where contacts can be made and points of view exchanged and friendships formed which will deepen with the years.

3. Beyond the campus gates—The goal of any worthy system of education is action—the release of personality in concrete endeavor. Instructional and expressional parts of the educational program function together and there is an attempt to carry out in actual situation the ideas furnished by the instructional process. All must learn by doing and learn to live by living. Therefore, another element for a complete religious campus program should be some provision for relating students to the human needs of the world and challenging them to get under the burdens of human life. Students must be brought face to face with the underprivileged, with the wrongs, misfortunes, injustices and tragedies of human life and be given an opportunity while still students to know the necessity and the joy of doing their share in lifting the load.

A complete religious program will discover what the real needs of the community are which the students and teachers too are in a position to meet. Care should be taken to make real demands that will not overlap other agencies. Some students will be found who will be willing to give a part of their summer vacations to service in communities where there is social tension and great human need and through their stories the call to others will be heard on the campus. Through student pageants and addresses those beyond the campus gates will come to feel the world's heart throbs.

The students at one small state university make a real contribution to the entire life of the state. In the immediate community, the entire Primary Department of the Church School has been taken over by students. The work is supervised by the Religious Director and students thus get experience which can later be utilized in their own home churches. In a nearby town, there is a Neighborhood House whose

work is largely done by students and through this experience the students have the opportunity to see "how the other half lives" and how help can be rendered to the best advantage.

An effective service that students can render beyond the campus gates is by means of **deputation** groups. One Religious Director holds tryouts and any student who cares to do so, may prepare a talk on any of a list of suggested subjects and present it before a group of faculty judges who rank the students according to natural ability, content of address, possibility of development, etc. In that way, creditable work is done and the students' respect for deputation work is raised. In this deputation project the student groups in this state university visit churches, men's clubs, Hi-Y Clubs, Grange meetings and the two prisons in the state, speaking and giving entertainments. Some of the subjects used by the deputation groups this year are: Dynamics to Live By; To An Unknown God; The Fine Art of Living Dangerously; A Young Man's View of the Mess We're In; Great Religious Personalities; How A University Education May Enrich A Student's Religion; How I Know What Is Right and What Is Wrong; How Religion Helps in Everyday Life; What's Happening in The World—Russia, Germany, Italy, United States.

My own impression is that we do not challenge our young people with sufficiently difficult tasks. In 1916, Mr. E. C. Carter went to Princeton to get twelve volunteers to serve the British soldiers in Mesopotamia. The assignment was to be a very dangerous one and Mr. Carter was discussing with a small student group, the possibility of getting the twelve volunteers. One lad said to him, "Make it hard enough, Mr. Carter, and you will get your men." When the matter was presented to the larger meeting, 75 instead of twelve valunteered.

Our young people will volunteer for the adventurous life of Christian living and service if we can only put it the right way. Native idealism may be choked by immediate interests, but nevertheless it is there. They have a native honesty in thinking out life's problems and they will respond to whatever calls we make if we touch the springs that lie deeply hidden in their hearts.

The Church will, of course, have a place in any complete program of religious activities on a campus. If we had ideal churches, the task would not be as difficult as it sometimes is. But it is important that both faculty and students should know church relationship. It is highly desirable that there should be spiritual unity in the Church and the college community can contribute to that end. We must not forget that our students, for the most part, come out of churches when they come to college and they will go into churches when school is finished. If during the four college years they are detached from the church, we

cannot expect many of them later in life to become pillars of strength.

Many loose statements are made regarding the unfavorable attitude of students toward religion. There is too much generalization on the subject for those best acquainted with student thought know that never before in this generation, has there been such an earnest desire for a frank and adequate presentation of the religious life—positive information about God and Christ from men who know what they believe. It is true that students today are impatient with mere formal religion but much of the skepticism which exists is brought about largely by the seeming failure of Christianity to dominate our social, economic and political life. Most students realize, better than their elders, that if there is to be a new social order, it will be necessary to have a different kind of person as a unit of society.

Finally, an adequate program of religious activities demands a fulltime worker, one who is equipped in every way to take his place on the faculty and measure up to the most able faculty member in any capacity whatsoever. Office facilities should be provided with sufficient assistance to handle detail. More important than an office, however, is that the man occupying this position should be companioned by a wife and provided with a home where they may express their lives through general campus contacts.

One who undertakes this office should be a man of spiritual vision and scholarly tastes with an enthusiasm for young people that will make him their friend. His acquaintance with the problems of youth should be supplemented by an equally wide acquaintance with the real function of education, the preparing of students for public service. I should not like to call him an expert, for usually, that means narrowness of vision, and he should be open-minded, with a heart as true as his vision is clear.

The financing of the type of enterprise outlined above will not be difficult when the Church realizes, as it must, that the responsibility for religious activities at tax-supported colleges and universities is one of its most challenging fields of endeavor—enriching the lives of and preparing for Christian living and leadership, the hundreds of thousands of our young people passing through our state-supported schools.

President Banks:—We will have fifteen minutes discussion on Dr. Leach's address.

President Atwood:—If Dr. Leach doesn't mind, I would like to ask if something isn't being done toward getting help for a religious program in Negro schools.

Dr Leach:—I would be very glad to. Last May, my friend, Dr. Ames rang me up. He told me he had a letter from a friend, a president of a land-grant college. Dr. Ames said, "He is raising some very

pertinent questions and is saying also that the church is entirely forgetting its responsibility." (I might add that the letter to Dr. Ames was from President Atwood). Dr. Ames suggested that I talk with Dr. Dillard who was going to be in the city at almost any time. One afternoon Dr. Dillard came into my office. He felt that we had a real proposition—that nothing had been done through the years with respect to this work. From 1928 to 1933, in all, eight million dollars have been spent in Negro education. This money has not been spread as it should have been. The land-grant colleges and the Negro State colleges haven't gotten their share of it, or whether they should share in this I do not say. I have taken this matter up with a number of interested people, one man who has to do with large funds. If his program had not been entirely arranged for the year, he said, that he might help a little better. I have thus far taken the matter up with three boards. It may not be, but I hope that we will be able next year to start a religious program in your schools. This program will be for a period of for three or five years. I am sorry that I can't say today that we have it already arranged. I had hoped that we would be in a position to have everything in the necessary shape by now. And, if I live long enough, I hope to see a vital religious program on the campus of every Negro state college in this counttry.

President Banks:—Are there any other questions? We thank Dr. Leach for this address and for this assurance that we are going to get help in our religious program.

I now present Dr. A. J. Brumbaugh, Dean of Students in the College, University of Chicago. He will speak to us on "Student Discipline and Self-Government."

Dr. Brumbaugh:—Without any intimate acquaintance with your colleges, I am speaking on the basis of wide observation and extensive study of those problems not only at our own school, but at a number of others. Therefore, while I speak in general terms, I think what I have to say will fit into your institutions as well as others.

What is the responsibility of a college with reference to the personal life and conduct of its students? In the public elementary and secondary schools the teacher and administrative officers stand **in loco parentis** to the pupils. Does the same relationship obtain at the higher levels? It is not the purpose of this paper to attempt to answer these questions from a purely technical standpoint but rather from the broader aspects of sound educational policy.

There are those who believe that the responsibility of the college is solely to provide academic instruction. Flexner expresses this point of view very explicitly as follows:

> Secondary education involves responsibility of an in-

timate kind for the student, for the subject matter that he studies, even for the way in which he works, lives and conducts himself—for his manners, his morals, and his mind. The university has no such complicated concern. At the university the student must take chances. . . . there will be a break, a jolt, a crisis precisely as there is a break when a grown boy or girl leaves home. It is not the business of education to avoid every break, every jolt, every crisis. . . . A jolt tests his mettle; unless he survives and gains in moral and intellectual strength, the university is no place for him.*

This position is also taken by Younger, who says:

Give the poor student a chance; let him call his soul his own. . . .

Paternalism, or perhaps more accurately maternalism, has spread greatly in our universities much to the detriment of the student's indepedence of thought and life.

There is a definite limit to it (material control) and that limit is about the time of entering university life.**

More general, however, appears to be the position that the chief business of a college is to maintain standards of living and environmental conditions which are most conducive to the development of a well-integrated personality in every student. In other words a majority of educators seem to share the opinion of Lindsay and Holland, expressed in the following quotation:

The modern college student needs supervision; this, at least, is the opinion of many college administrators. In most institutions of higher learning in America today 40 per cent or more of the entire group are freshmen. The vast majority of these freshmen are away from home for the first time. . . . In this new environment they are given a high degree of freedom. . . Some contend that this great and sudden liberty has proved exceedingly injurious. . . .

The social conditions in the best of these institutions are bad enough to give emphasis to the need of the average college student for careful supervision. . . It is distinctly the duty of the president and other administrative

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*Flexner, A., **Universities American, English, German,** pp. 28-29 Oxford University Press, 1930.

Younger, John, "Student Self Government," **Journal of Higher Education, Vol. 2, pp. 204-206, (April, 1931).

> officers who in America are regarded as being **in loco parentis**, to see that this environment. . . is sane and wholesome. The blame for such current condiitons as may not be wholesome rests not with the student but with the college administrator. The importance of, and the need for, adequate and enlightened student administration in the American college and university can scarcely be over-estimated.*

Assuming for the moment that it is necessary for college administrative officers to give attention to the personal life and conduct of students, what is the basis upon which they shall exercise authority? Most college students have reached such a degree of maturity that the relationship of parent and child or guardian and ward no longer obtains. One writer has proposed the relationship of host and guest as most appropriate.** In support of this position, he believes that no gentleman will accept an invitation unless he expects to live up to the conditions upon which the invitation is given. Similarly, no student should enter a college unless he expects to live in conformity with its ideals and purposes. This point of view gives the term discipline a new connotation. In fact, the term may well be discarded and one more appropriate be employed to describe a situation in which host and guest meet to investigate facts and face consequences.

This point of view is in general accord with modern theories of education. The freedom of the individual to organize and direct his own life with a minimum of external control is receiving increasing recognition. The ability to use individual freedom effectively does not come suddenly, but is a matter of gradual growth. Parents and teachers place upon the child responsibility commensurate with his degree of maturity to assume it. It seems reasonable to expect, therefore, that when a student arrives at the college level he should have achieved a large degree of responsibility and should be able to live according to self-set standards of conduct with a minimum of control through external authority.

Practical experience and observation indicate, however, several limitations upon the full realization of this theory. First, many parents and teachers still practice the philosophy of control by authority. Young men and women coming into the freedom of college life without having developed a sense of personal responsibility often run wild. In

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*Lindsay and Holland, **College and University Administration**, pp. 528-530. The MacMillan Company, New York, 1930.

Metcalf, M. M., Summarzied from "Discipline in College," **School and Society, Vol. 27, pp. 121-124 (February 4, 1928).

such cases the college administration must aid the individuals in bridging the gap, not by the arbitrary perpetration of authority, but by wise counsel which the student learns the true meaning of freedom.

Second, individual freedom and responsibility has often resulted in extreme individualism. The individual must live as a member of a social group and must learn, therefore, to order his freedom in consideration of the welfare and happiness of others. In its endeavor to maintain the conditions conducive to the maximum good of all, it becomes necessary on occasion to curb the extreme individualism of the unsocialized. Again, this must be achieved by leading the pure individualist to face facts and consequences rather than by the imposition of external restrictions.

The point of view thus far presented may be summarized in a few statements. Discipline in the sense of exercising rigid control over the lives of students has no essential place in a modern college. College administrative officers are responsible, however, for maintaining conditions conducive to the most effective living and achievement of all students. To this end, it becomes necessary to direct students who have not reached a sufficient degree of responsibility and maturity to use satisfactorily the freedom which the college accords them; or to aid those who are so individualistic in their attitudes as to have little regard for the common good. Four possible approaches to the achievement of these ends will be analyzed briefly.

First, certain measures may be employed which are distinctly administrative in nature. Among these may be enumerated the following: (a) Rules and regulations; (b) Good administrative organization; (c) A wholesome environment in which temptations are reduced to a minimum; (d) Definite standards which are reasonable and which are clearly explained to all students; (e) Worthwhile activities which arouse vital interests of students.

Of these administrative measures, the one by far the most commonly employed is rules and regulations. An analysis which was made recently of the rules published in the handbooks of fifty co-educational liberal arts colleges shows that this obsolete method of control is still carried to an extreme point in some institutions. Numerous absurd rules governing the conduct of freshmen have apparently been formulated by upper classmen. Most of the regulations pertaining to conduct and character could be expressed much more effectively in terms of ideals, traditions, customs and courtesies. Even though widely employed, rules and regulations are less significant than the other administrative measures which have been suggested.

Second, personal leadership is an important factor in effective control. The personality of faculty members is a vital factor. Quali-

ties most frequently mentioned as making for friendly relations between students and faculty are sympathetic understanding, a right attitude toward the work, and self-control. A few faculty members and administrative officers should be especially trained in the techniques of dealing with student problems and should be in a position to advise freely with students regarding their problems.

Third, social approval and disapproval play a part in determining standards of living among students. School spirit may express itself in boisterous rowdyism for which the faculty and administration must blushingly apologize, or it may express itself in "sacrificial interest in the welfare of the entire group." Ideals and traditions which come to be cherished by students do not originate spontaneously. They must be planted and cultivated; their growth is slow but their value is great.

Fourth, student government, or more accurately student participation in some phases of government may prove effective. This method of control will be discussed further from three angles: arguments for student participation in government; limitations of student participation; and guiding principles.

Arguments for Student Participation

The arguments for student participation center around the major aims of education. All education must have as one of its ultimate aims effective citizenship in a democratic society. The autocratic administration of an educational institution is certainly incompatible with this aim. Sharing adminstrative problems with students, on the other hand, promotes understanding and co-operation; develops consideration for the point of view of others; develops initiative; trains in leadership; promotes school spirit and loyalty; and results in social-mindedness. These constitute the essence of good citizenship.

Student participation in the affairs of institutional government provides the further advantage of utilizing student knowledge and interest in improving the life of the college. One of the serious faults of colleges and universities generally has been that they have set up an educational program designed to achieve certain more or less clearly defined objectives. Seldom, however, have they availed themselves of the knowledge and judgment of students as a means of evaluating and improving their programs. Student participation in government opens the way for a co-operative approach to the problems of instruction and curriculum construction.

It is also urged by some that student participation in government relieves busy administrative officers from taking care of the details involved in the conduct and regulation of student activities. The fact that students share in the adminstration of activities no doubt prevents much

of the unfavorable feeling which arises from external regulations by administrative officers alone. This argument will not hold, however, in matters of imposing penalties for various types of personal misconduct. Reasons in support of this statement will become apparent in the discussion of limitations of student participation.

Limitations of Student Participation

Students in their attempt to deal with administrative matters are limited by their youth and inexperience. They often tend to be radical, to revolt against authority, to demand action rather than careful deliberation, and to disregard the value of counsel. For this reason particularly matters involving personal conduct of their fellows cannot be intrusted to student judgment. Undue leniency will be shown in one case, and radical harshness manifested in another.

A further limitation rests in the fact that legal responsibility rests upon the administration and connot be delegated to a student government. Friction frequently arises, therefore, regarding such matters as penalties imposed by student groups, or contracts entered into by student organizations in the name of the institution. The final result is that the administration or the faculty either curtails the powers of students or over-rules their action.

One of the most serious limitations of student participation in government is due to the transient nature of student bodies. Students are only temporary members of an institution and are, consequently, not familiar with the background of certain fundamental policies and practices. Inexperienced student officers are prone, therefore, to endeavor to overthrow policies whose value has been demonstrated over a long period of time.

It is frequently found, also, that comparatively few students participate in governmental matters. This may be because too few powers and duties are granted to give the program any significance; it may be the result of the unbusiness-like manner in which affairs are conducted; or it may be that students feel that the administration is attempting to shift responsibility for handling matters which are disagreeable.

In any event, the total effect is most undesirable. The weight of the argument lies in favor of student participation in government, in spite of the limitations which have been presented. The maximum results in terms of the larger objectives of education will be achieved, however, if the dangers and limitations which have been indicated are carefully taken into account. With this in mind, a few fundamental principles are proposed.

Principles Underlying Student Participation in Government

The life and work of a college is fundamentally a partnership between students and members of the faculty. The common educational enterprise in which they engage carries with it mutual rights and responsibilities. These rights and responsibilities may be shared through a well-organized plan for student participation in institutional government.

The student participation must be genuine even though authority is limited. It must be recognized as an integral part of the educative process and must receive sympathetic guidance.

Legal responsibility and maturity and experience make it necessary for the administration to have veto power, but this power should be used as sparingly as possible.

Any plan for student participation in government should be introduced only in response to demand. It should be developed gradually and progressively instead of being imposed upon a student body.

The purposes of the plan adopted should be clearly and definitely stated, and powers granted to students should be specific.

Student participation should be positive and constructive. It should aim at stimulation, not repression, the arousal of the thoughtful rather than the disciplining of the thoughtless. It should provide experience in thinking, questioning and evaluating, seeking through the experience to improve, not simply to carry on.

Illustrative of activities which have been handled effectively through some form of student participation in government are the following: Interfraternity relations; Departmental clubs and special interest groups; Recreational activities; Management of residence centers; Student publications; Interclass activities; All school social affairs.

No specific form of organization has proved unquestionably its superiority. The general principles which have been prosed thus far indicate, however, that some plan of centralized representative student-faculty organization is desirable.

President Banks:—We will have fifteen minutes for the discussion of this paper.

Question:—What are your findings in the matter of honor system in examination?

Dr. Brumbaugh:—In the majority of institutions it doesn't work at all. In a few institutions it works all right. In the University of Virginia it has already taken hold. At the Washington and Lee University it works very well. In a majority it will not work. It has been tried and abandoned in our own school. I don't think that there is any inherent difference in the students in the various schools. Our students asked for a change. At our examinations we have one proctor

to about every twenty-five students. It is their duty to watch for any irregularities. He is able to check up on whatever they are doing.

President Watson:—Wouldn't it be a lot better if they were placed on their own responsibility in the less important examinations?

Dr. Brumbaugh:—For that matter there are some tests that are given the students where the professor gives them the questions and goes out of the room. These do not count toward credits, however. They are tests that are given for the students' benefits, to check up on what they know about the subject matter.

It is the ideal to have the students assume the responsibility. After all we must consider the significance of their examinations. We must consider the fact that his whole college career, and in fact his whole future career may depend on that examination. To be thrown out of one means not only loss of time, but loss of money and loss of prestige.

I am not going to turn him up by calling his name, but I had a superior of mine to say to me one day: "I cheated in examination one time." One of our divisional deans in administration meeting said, "I cheated in this University when I came here."

Pesident Atwood:—What practices do you find colleges are using to secure chapel attendance? Are many of them using means to compel attendance?

Dr. Brumbaugh:—Let me answer in two ways. By making the assembly in chapel interesting and important, and once a week have a religious program on a high plane with a robed choir and a well-prepared address. The word goes around, you'd better be at chapel today. You are going to miss something if you don't. I have a son who will be a freshman in college next term. He had stopped going to Sunday school and began going to church. We had never compelled him to go to church. I asked him one Sunday morning if he was going to Sunday school. He said, "No, I believe I will go to church." The next Sunday, I proposed: "are you going to Sunday School?" He said, "No, I could go again and again to hear that man that spoke last Sunday." If you get something that will challenge their thoughts, something that will interest them, then a compulsory program will not be necessary.

President Atwood:—Do you think students and faculty should mingle socially?

Dr. Brumbaugh:—For the faculty to socialize too frequently with the students, might be an unfortunate situation. We would not have the same problem there that other schools would have—being a graduate school, our students are older as a rule. I do recognize it as a problem, however.

President Banks:—Any other questions?

Dr. Brumbaugh:—Referring again to the question of freedom in examination. We inherited one of the students from the University of Virginia who was kicked out because he was caught cheating in examination. There was considerable discussion brought on by our doing this.

President Gandy:—They are using the "honor system" at the Virginia Polytechnic Institute. They had some trouble with it at North Carolina.

President Watson:—Do any of our schools have the "honor system" in examination?

President Florence:—I suppose that there are none of the institutions that have adopted the system as such. I think that there are some instructors who use it for their own subjects.

President Gandy:—That would be a rather bad situation for any teacher or president for that matter to set up such a precedent of his own accord. For an instructor to set up a policy of that kind, I don't think any college would stand for it. I want to make a statement as to the association of young college people. I don't know whether we have any problem that affects us as a problem like that does. We may have a young man teacher who seeks the attention of attractive girls, or we may have young women teachers to encourage the attention of the boys. Now, we in a measure, take a stand against that. We do say that the administration doesn't approve of it, and while we don't seek to control the relationship of teacher and pupil, we do make any undue attentions between teacher and students very unpopular. In the light of all the things that have occurred in matters of this kind, we include in our contract a kind of instruction that will make this kind of thing unpopular. It will certainly undermine things if there was too much fraternizing between men students and women teachers, or between women students and men teachers.

President Banks:—Our next feature is an address by Mr. Foreman, "The Negro and Recovery."

Mr. Foreman:—You have probably read something about me, or against me since my appointment. I am not going to take my time nor your time to discuss this. Given five minutes, I don't know any Negro who can't size a white man up for himself. It doesn't do me any good to try to defend myself. I will go right ahead with what I have to say.

President Hale:—There is a colored student that Mr. Foreman put up the money to help get him through school. There are numbers of instances where he has helped. He is a very unassuming young man, and if he had to tell you about his kindly acts, you would never know about them.

Mr. Foreman:—In speaking of recovery, it seems to me important first to understand what it is we are trying to recover from. For about sixty years, one of the dominating principles of economic life in this country has been that the government should not interfere in private business. This principle was developed as a part of the school of laissez-faire economics which held that if each person were allowed to make the greatest amount of profit for himself, the nation in turn would be wealthy. This principle, which was first fully set forth by Adam Smith, was conceived at a time when industry was primitive and unorganized. The conditions of industry in the hundred and fifty years which have elapsed since Adam Smith's time have changed so materially as to make his theory now quite insufficient. In the last fifty years this country has been faced with an increasing centralization of power in the hands of fewer and fewer individuals. We are now faced with the situation of having in a democratic country individuals who can, through personal whims, throw out of employment thousands of people who are depending on them for their livelihoods. Obviously, under such a condition the theories of laissez-faire are inadequate and unjust. Not only that, but the concentration in the hands of a few individuals of the wealth of this country, and the decrease in the purchasing power of the great masses of people contributed to the break-down of the economic system in March, 1933, when all the banks in the country were closed and credit almost non-existent. It is from this situation that we must recover. It is because of these conditions that President Roosevelt has undertaken to lead the country into a more humane economic organization where the chief aim of the government will be the well-being of our citizenry rather than gold in our banks. We have learned that when gold alone is pursued, the well-being of the great masses is sacrificed and in the end the gold of the few is lost in chaos.

Some of the very people who have been saved from ruin by the energetic measures of the President are now trying to block the carrying out of his measures by crying the stale shiboleths of an outworn creed. Individualism has left us more ragged than rugged. We must not forget the conditions which existed in March, 1933. We must not allow anybody to persuade us to revert to the conditions which brought on that chaos.

Now what is the future of the Negro population in this recovery which we are trying to bring about? Under the system of laissez-faire, the Negro was used largely as a reserve group from which employers could call additional laborers either to fill gaps or break strikes or undercut the existing laboring group when it strove for higher living conditions. It is undeniable that Negro labor, which constitutes such a very large part of the Negro population of this country, made its way

in our industrial system because of the desire on the part of employers to avoid paying high wages. The great period for the entrance of Negroes into industry was in the years of the war when immigration was shut off and labor was much in demand. It is true that thousands of Negroes proved themselves equal to the task and have been able to hold their jobs even after the original conditions had ceased to exist.

Nevertheless, as a whole the Negro population has occupied the place of the reserve pool for labor in our industrial system. According to laissez-faire economics, it was greatly to the advantage of industry to have always a group which could easily be called in to industry and which, therefore, would serve the purpose of making those who hold jobs more dependent. It has often been said that Negroes were the last to be hired and the first to be fired. This has been by no means always the case, as in many industries the Negroes have proven themselves so valuable as to hold their jobs in the face of economic disaster and the prejuidced protests of white labor. But on the whole ,Negroes have been the subsidiary and marginal factor in our national industrial life, with fluctuating fortune and no security.

Since March, 1933, big changes have occurred in our economic set-up. In the first place, Congress has decreed that labor in every industry has the right to organize according to its own desires and to have representatives of its own choosing. Nothing since the Emancipation Proclamation has been so important for American labor. In the second place, the N. R. A. has succeeded in codifying the chief industries of the country on the basis of the act which guarantees labor the right to organize and with the aim of coordinating industry so as to achieve the greater distribution of buying power in the country. The efforts of the N. R. A. are having an integrating effect on our industry. The National Industrial Recovery Act, in fact, recognizes the centralization of control of our industry and undertakes definitely to take the control into the hands of the Federal Government rather than leaving it to the chaotic profit-making devices of individuals. If the government is successful in its efforts, the pool of reserve labor, which was used by industry for its reservoir to its own advantage but to the detriment of the country as a whole, will be drained. No longer will individuals be kept in semi-starvation so that big profits may accrue to a few men. Those who are unemployed through no fault of their own will be kept in a decent standard of living. Again, if the government is successful, the Negro race will benefit proportionately more than the white race because more have heretofore been consigned to that miserable pool. A government guarantee of a decent livelihood to all would have a revolutionary effect on our Negro population.

It is impossible, in integrating the economic system of this coun-

try, to exclude the Negro. It is, furthermore, unconstitutional for the Federal Government to discriminate against him. The National Recovery Administration cannot, according to the constitution of this country, grant the discriminatory wage differential which so many employers have been howling for. Federal Government control of industry is the best prospect for fair participation in that industry by Negroes. In the building up of the purchasing power of the nation, the twelve million Negroes cannot be overlooked and as their purchasing power has probably been the lowest, they are in a position to gain most by the government's efforts.

It is important that you be aware of what the government is now offering the people of this country. It is important that you carry back to your colleges the real substance of President Roosevelt's program, as those people who have profited under the old system are fighting and will fight the President's program openly and covertly. They are not inexperienced in the ways of deluding the public. For a long time they have persuaded the masses of people that the old system was the best for them, even though the inequalities of the system were great and the suffering tremendous. In such a time as this intelligent democracy is most necessary. Government control is safe for the great masses of our population only when the masses are aware of their responsibility and ready to protect themselves against powerful interests.

We have the great opportunity in this country of steering between the communistic dictatorship of Russia and the facist dictatorship of Italy by a democratic control of the government for the best interests of the country as a whole; but we must be aware that there are others fighting consistently to destroy this balance and to pull the machinery of the goverenment to one side or the other in favor of an unfair dictatorship. Some countries have recently made fun of democracy as an institution and thrown it aside as a sentimental absurdity. They have done so in the name of dictatorships, and if we are to prevent a similar occurrence in this country we must be on our toes, ready to thwart every attempt, either from the Communists of powerful interests. So long as elections continue to take place, we have in this country a democratic check and power in the hands of the masses of people to prevent unfair dictatorship. But the electorate must be alive to the dangers with which we are faced and the necessity of protecting our democratic system.

In order that you may know in detail what the present government stands for, I shall recount some of its achievements and some of the undertakings which are now under way.

First, there is the great power which has hitherto been held from American labor: the right to organize.

Second, is the abolition of child labor, a measure which—although undoubtedly to the great advantage of the country—has been relentlessly obstructed by certain industrialists bent on their own individual profits.

Third, is the attempt on the part of the National Recovery Administration to organize industry, to reduce working hours and raise wages, and to do away with many abuses of unscrupulous competition which have existed in the past.

Fourth is the tremendous Public Works program by which the government is undertaking to put new life into national industry, which was all but strangled in the period of depression. Through the Public Works program, it is possible for state, county and city organizations in good financial standing to receive 100 per cent financing from the Federal Government for enterprises which are socially and economically sound. Thirty per cent of the Federal money is an out-right grant and seventy per cent is an easy loan, to be repaid over a long period of years. In those communities where Negroes form a large proportion of the total population, they are in a position to benefit greatly from the improvements that are made incident to the Public Works program. The same situation exists in centers where Negroes—while not as large a segment of the total population—are a part of the community. It is in such instances as these that Negroes can gain the most from the Public Works program. There are also a good many Negro-controlled towns in this country which could benefit from the Public Works offer and, under proper leadership, could become strategic strongholds for the economic prosperity of the Negro race in this country. This does not mean that they would be segregated communities. Several of the Negro-controlled towns are already mixed communities and in all probability any of the others which become prosperous will also attract white people. Such Negro controlled municipalities offer the tremendous opportunity of economic and political bases from which the position of Negroes throughout the country can be materially helped.

The Public Works Administration, under the leadership of Secretary of the Interior Harold L. Ickes, also puts up money for slum clearance. That is, in the big cities where the population is now herded into dismal and unsanitary places, the government will undertake to set up more humane dwellings for the people. This will undoubtedly be of great benefit to Negroes, as well as to white people.

There is, in addition, the Subsistence Homesteads Division which will set up colonies in which the people will be able to raise their own food and at the same time make cash from a nearby industry, thus relieving the relief rolls of the cities and stranded areas of the country, and giving the people new opportunities for development.

Fifth, through the Agricultural Department great assistance is offered to farmers in the way of feed, seed and fertilizer loans, crop reduction subsidies, etc. The Farm Credit Board provides ways for furnishing groups of farmers with necessary loans for their crops. Mr. H. A. Hunt of Fort Valley, Georgia, has recently undertaken to look after the interests of the Negroes in their relation with the Farm Credit Board.

Sixth, the President has taken the important stand that no person in this country shall be allowed to starve. Through the Emergency Relief, the Civilian Conservation Corps and other ways, the government is determined to do away with the tremendous inequalities of the old system by which we are starving with too much food, freezing with too much coal and clothing materials, out of work with a great country only partially developed. Through the Federal Emergency Relief, work-relief is offered for teachers who are out of employment. This presents again great opportunities for Negroes and in fact, greater opportunities, because in so many cases where they have received smaller salaries locally, they are now paid by the government on the same basis as white people.

All of these things the government has, in less than ten months, undertaken in our country and great headway has been made; but we have learned that the Federal Government cannot force measures on the population if the great majority is hostile or even indifferent. In order that these measures be successful, it is necessary that we all co-operate with the government, that the full meaning of its attempts be understood and that the selfish propaganda of the obstructionists be resisted and scorned by the people. The present administration offers to the people as a whole, and particularly to the Negro race, the greatest advantages which any administration has offered.

I hope that you gentlemen will go back to your colleges determined to build up support locally for the administration. The government has assured you the right to organize but it is up to you to take advantage of it; and it is up to the educated leaders of the Negro race to help their uneducated kinsmen to organize and to be prepared to fight for their rights.

We must not overlook the fact that the development of Negro business has been possible largely because of the wages which have gone to the skilled and unskilled laboring population of the race. If the base of this pyramid is destroyed, the people fall with it; but if the great laboring masses are raised to decent livelihood, similarly will the whole race profit and the country with it.

The time is past for any group to receive docilely the lulling propaganda of those who would keep them quiet while exploiting and dis-

criminating against them. Negroes are entitled to full economic and political rights and should, through the perservance and courage of their own leadership, insist on these rights in every possible way.

President Banks:—We now have fifteen minutes for this discussion.

President Atwood:—I would like to ask Mr. Foreman, where there is a community in which there is a large Negro population and they can make use of Federal funds, does it have to be done through a political organization, or can a group of Negroes make application?

Mr. Foreman:—The greatest opportunity, of course, is where the town is controlled by Negroes. For example, if an application was made in Chicago, it would have to be made through the local political leaders. They will, of course, give more consideration to those applications that will enhance their political leadership. It can be done though. I am trying to see to it that the colored controlled town makes full use of its opportunity. That doesn't mean that I am trying to put all the Negroes in colored towns.

President Howe:—This money can be used in cities and towns for new school buildings. I am told that they are going to build a new high school in Petersburg for Negroes. We should get started immediately and do something. I want to ask Mr. Foreman if there is a time limit?

Mr. Foreman:—There isn't a time limit so much as there is a money limit. They have only three billions. Everybody is going to be blamed if the applications come in too late. The initiative must come through the town.

President Hale:—We are having an election in Nashville Friday. We are voting on a bond issue of $3,900,000. Both schools will receive a part of it. We are the balance of power down there and we fought. If it passes, we will have a fine boulevard that will go by our college.

President Atwood:—I already know of several projects under way for Negroes. In Lexington, a Negro school will be built and others will be repaired. I think there are several places that have made application. We have made application for $150,000. There are several others of the presidents that have made application. Presidents Gandy and Hubert.

President Young:—Will it be necessary to bond the institution? Things like that do not have to come through the local board?

President Atwood:—No, those projects would be self-liquidating. It would be liquidated through students fees. Except in the case of private institutions 70 per cent of the money is all that will have to be paid back. 30 per cent of it is a grant.

President Hale:—In case you will spend $300,000 and you already

have $20,000, how would you arrange that? What time do you have to pay it back? You don't have to pay the 30 per cent back.

President Lee:—Some of the states have a clause that prevents the state from borrowing money from the government. Florida has that trouble. I am afraid that the money will give out before we can get any of it. The state constitution of Florida provides against borrowing. The state of Georgia has the same thing, but they got by somehow.

Mr. Foreman:—I think Georgia failed to get by. I know they had a housing project in Atlanta that failed to go through.

President Gandy:—That would be self-liquidating.

President Lee:—Is there any other fund? It is just being circulated that the Federal Emergency Relief is going to have a great deal of money. If you get it from the Federal Relief, you get it outright.

President Atwood:—Let me move that we extend this discussion for ten minutes. This discussion is worth a great deal to our conference.

It was my impression that a public or state institution could make application. We made application from the public works fund. We asked the government for $125,000. We took off 30 per cent. We have made a table whereby the land-grant college will be able to amortize that loan in twenty-nine years. My loan hasn't gone through. We haven't any money. We are asking for the entire amount. It is a self-liquidating project. There is another institution down from us. Their board of trustees applied for $150,000. They will amortize that loan in thirty years provided the institution doesn't get a gift. They will pay a 5 per cent interest rate.

Mr. Foreman:—I was in Atlanta last week, and I understand that Mr. Hubert will get a loan.

President Hubert:—It was perfected down there last Friday. I don't know whether it will get through at Washington.

Mr. Foreman:—I don't know how Mr. Hubert has gotten around the state constitution. Maybe the rest of you can get around it the same way.

President Hale:—I don't understand that the state has to ask for the money for these different institutions. The institutions could borrow it, though the constitutions don't permit.

President Lee:—Our board of control is under the state board of education. The Attorney-General of our state ruled that we could not borrow it. Our governor went to Washington to see about it. I don't know how Georgia got by. But Georgia gets by somehow.

President Watson:—Do you get the 30 per cent discount?

President Bluford:—I heard from a reliable source that you could

get the money, but you would not get the 30 per cent discount.

President Lee:—Would they let you have the money?

President Bluford:—I think so.

Adjournment.

THIRD DAY, WEDNESDAY, NOV. 15, 1933—MORNING SESSION

The third day session of the eleventh annual convention of the Conference of Presidents of Negro Land-Grant Colleges met Wednesday morning, November 15, 1933 at 9:45 o'clock with the president, President J. B. Watson of the Arkansas State College presiding.

President Watson:—We will have the reports of committees. We will first hear from President Banks' committee on the question of cooperative extension work.

President W. R. Banks, Prairie View State College, Texas:—Mr. Chairman and Members: This question came up here in Chicago two years ago. It was brought up by Professor Pierce of Virginia and brought about considerable discussion in the afternoon at the Rosenwald Building downtown. A committee was appointed of Presidents Hale, Gandy and Banks to take the matter under consideration. It was brought up again at our last meeting in Washington last year. It was not clear in the minds of the committee just what we should do, so we wrote to the secretary for a copy of the resolutions proposed by Mr. Pierce, in order that we might have something to guide us. We find that the other body did not appoint a committee, and we find that inasmuch as they did not, we could not work out any plans for them to work with us. We were to work out a plan and submit that plan to the several states for adoption. It seems that they were unwilling to work with us. I would suggest that the whole matter be tabled for the present. I feel that any outside interference with the methods of the various states would fail to work. I believe with Texas it would get us into more trouble than anything else. So we, the committee, decided to table it for the present.

President Arthur Howe, Hampton Institute, Virginia:—What was the thought that brought this matter under consideration?

President R. S. Grossley, State College, Delaware:—We thought probably that there was some possibility of joining with the state officials to talk with Dr. Warburgh and appoint a committee. The white association did not do it.

President Banks:—The question under consideration arose out of the feeling that these colleges were not getting what they should get

from extension work. This caused us to adopt a resolution to get all concerned, both white and colored, to get behind this movement to get a larger share and larger results from the extension work through the land-grant colleges. This committee was appointed two years ago.

President R. B. Atwood, Kentucky State Industrial College:—President Banks has given the correct interpretation on this matter. The minutes show that we were discussing the relation of the extension work to the Negro land-grant colleges. They have nothing to say about it, except to furnish the headquarters for the agent. Members were to be named from the Negro land-grant body, from the white land-grant body, and from the extension body in Washington, that desirable contact could be brought about. It was felt that these colleges should have closer contact with the extension work. The suggestion of Mr. Pierce arose, and a committee was appointed by our group. Mr. Evans was there also.

President Howe:—I happen to know that there has been some thought given to graduate work for Negro Agents. I am not in position to know what nature that work would take nor with what institutions or institution it would be established. It should not be a particularly delicate subject. I have talked with Mr. Pierce about it and I believe something will be done.

President C. W. Florence, Lincoln University, Missouri:—I want to move the adoption of the report of that committee. Before doing so, I should like to say that any committee appointed should be told of its duty. There is a lot in knowing just what is expected of them. If they know, they can then go out and work for the purpose for which it was sent. I want to move that this report be adopted. President Grossley seconded this motion. The motion was adopted.

President Watson:—This matter has been dropped. We might revise it in some other way. I have in mind if we could get some of these white persons—say, some one with influence—

President C. W. Florence:—Maybe some one could suggest a different way to go about it.

President Howe:—It might be possible to contact them during the year. I think it might probably be the work of Mr. Pierce. I think Mr. Pierce has something in view.

President Watson:—We will now have the report of the secretary, President R. B. Atwood.

President Atwood:—I wish to report on the financial condition of our conference.

Audit made by L. H. Foster and J. M. Gandy, April, 1932 of receipts and expenses of the Conference for 1930 and 1931 showed a balance of		$599.48

RECEIPTS AND EXPENDITURES SINCE AUDIT

Balance on hand (turned over to President Watson)		$399.48
Membership dues collected by the Secretary and turned over to President Watson		140.00
Total Receipts		$539.48

DISBURSEMENTS

Orders drawn by Secretary, signed by President and sent to President J. B. Watson:		
Roberts Printing Co., 500 Letterheads	$ 5.50	
R. B. Atwood, Stamps	5.00	
George G. Fetter Co., Office Supplies	12.24	
President R. S. Grossley, Reimbursement for floral for Dr. Wilkinson	10.00	
L. H. Foster, expense incurred in connection with audit	3.50	
**R. B. Atwood	$30.00	30.00
Stamps	$10.00	
Reimbursement of Clerical help at Washington	20.00	
**Violet J. Wood, Clerical service 1931-32	25.00	
**T. Arnold Hill, expense account	23.31	
**Roberts Printing Company, Programs	11.75	
*Roberts Printing Company, (printing letterheads, Proceedings, Cut	72.00	
*President J. R. E. Lee, Reimbursement of floral for Dr. N. B. Young	10.00	
Total Disbursements		$208.30
Balance on hand		$331.18

**Expense items approved by conference
*Orders submitted to President Clark

President R. S. Grossley:—What disposition will we make of those schools like Tuskegee—the schools that are not paying? Should such a school as that be continued or discontined? It is just loading the secretary's records to keep carrying them.

President B. F. Hubert—State Industrial College, Georgia:—I doubt that Dr. Moton ever saw the letter that President Atwood sent him. I happen to know that some things don't get to Dr. Moton. I am certain that it isn't Dr. Moton's wish that his school be denied representation in this body. I would write him a letter that I would be sure that he would get.

President Atwood:—I invited Mr. Campbell and Mr. Pierce to this meeting. Mr. Campbell said that he wanted to come, but that he was doubtful, because he had a meeting at this time. He even asked that I write a letter to Dr. Patterson, which I did.

President Hubert:—I think that contact might be made through the agricultural department. Mr. Campbell is the extension man, but he is not the director of agriculture.

President Howe:—Some one see to it that we get in touch with Dr. Moton. We want Dr. Moton. We want Tuskegee and Dr. Moton. We want him here.

President Atwood:—(Report of expenses for this meeting).

Pesident Banks:—I offer a motion that we accept the expenditure of these accounts. This motion was seconded by President Florence and adopted.

President Hubert:—Did you get bids on the printing of the proceedings? I might say that with me, I find that prices differ so, I get bids from various concerns. After these proceedings are printed, the presidents are mailed copies? I didn't receive a copy.

President Atwood:—Copies were mailed to each president and to others who might be interested. I don't know how to insure that you would get them. I could write a letter and attach it to the package and put a regular stamp on it, and ask the presidents to inform me that he had received it.

President Hubert:—I suggest that you put that stamp on the pamphlet and make it first class mail. Pamphlets that go as second class mail are not paid much attention to.

President Watson:—Sometime the secretary just lays them aside.

President Howe:—Is there any chance to get extra copies? I would like to have some for my classes. I am willing to pay for the extra copies.

President Atwood:—I don't think there would be any reason to charge for them.

President Howe:—I think it would be fair to charge five or ten

cents a copy. How many copies do you have printed?

President Atwood:—We have been having five hundred copies; we can get a thousand copies this year.

President Lee:—I don't think it will be necessary to have more than five hundred copies. Where do you get your printing done? Do you get a bid on it?

President Howe:—I know you can get these things done cheaper by getting a bid on them. Our school will do it for you. Our plant does all of our work.

President Banks:—Mr. President, we would like to bid.

President Atwood:—We will give all of you who wish an opportunity to bid on the work.

President Howe:—We will be able to print it for just what it will cost, that is for the cost of labor and material.

President Lee:—I move that the secretary's report be accepted. This motion was seconded by President Banks and was carried.

President Atwood:—One other thing, last year a motion was adopted that we make a brief history of our organization from its beginning. This motion states that the secretary look into this proposition and report at this convention. I have been your secretary for three years. President Grossley has the records up to 1930; I have them since that time. I want to ask the presidents to assign the job to President Grossley.

President Hubert:—I don't see the necessity of printing the back proceedings.

President Banks:—I am of the same opinion. You will have to go back more than ten years. I would rather see the papers that we have had at this convention printed. I want to read them and see what I think about them. I can get some real information from them. Everybody was prepared for his work.

President Watson:—I am sure that you are somewhat responsible for it. Of all the criticisms we had from the presidents—President Banks' was the hardest.

President Howe:—I have in mind a way we can get this done for nothing. Have some student of the land-grant colleges write a history of the conference. We could give them credit toward their college work, or let some senior who wrote the history of the land-grant colleges get an article out of it to put in the Southern Workman. I think they could do it in a very nice way.

President Grossley:—I move that this matter of getting the previous records of our conference be submitted to President Howe to see what he can have done with it. This motion was seconded by President Lee and carried.

President Lee:—Mr. President, I ask that the resolution committee be heard from now.

The report of the resolution committee was made by Dean John W. Parker of the Arkansas State College who was secretary of this committee.

It was moved by President Banks and seconded by President Grossley that report of the resolution committee be adopted.

President Atwood:—That part of the report that mentioned the Chicago Press is not wholly true. We went down in the rain to carry articles to the Tribune, the Daily News and the Herald and Examiner. The Herald and Examiner carried a small article; the Daily News had carried an article the day before; but the Tribune did not carry anything. I even saw the city editor of the Tribune. He promised to give us space and did not do it.

President Hubert:—Why not name those papers that have cooperated.

President Atwood:—We should specifically name those papers that did cooperate. They are: The Chicago Defender, the Daily News, and the Herald and Examiner.

The report was adopted with correction.

President Watson:—We will now have the report of the nominating committee.

The report of the nominating committee was made by President Grossley as follows: Officers of the Conference—President, J. R. E. Lee, Florida; Vice President, W. R. Banks, Texas; Secretary, R. B. Atwood, Kentucky; Treasurer, J. S. Clark, Louisiana. Executive Committee—The President, Ex-Officio; J. B. Watson, Arkansas, Chairman; J. F. Drake, Alabama; B. F. Hubert, Georgia; I. W. Young, Oklahoma; C. W. Florence, Missouri.

It was moved by President Florence and seconded by President Banks that we accept the report of the nominating committee. Motion carried.

President Atwood:—The retiring president is chairman of the executive committee.

President Lee:—The next business will be the appointment of the committees.

President Watson:—They are now your committees.

President Lee:—No, you go ahead and appoint the committees.

President Watson:—They will have to work under you, and you should appoint them.

President Hubert:—I want to express my appreciation for the work that has been done by President Watson. I think he has done a very

good job. In a way this meeting reminds me of a Baptist association down in Georgia.

President Atwood:—Mr. President, the president of the Industrial College at Fort Valley, Georgia, is asking that his school be considered for membership in this association. I think we should give the matter some consideration. President Hunt has asked me to present the matter to this body.

President Banks:—I call that additional business. I think we should go ahead and install the new officers, and then take up whatever business there is to come before the house.

President Watson:—I will ask President Banks to present the new officers to this conference.

The new officers were then brought forward and presented by President Banks.

President Banks:—Members, these are your officers for the ensuing year. We feel that we have chosen wisely and we are glad to place upon your shoulders the responsibility for the success of this conference. It is a pleasure for me to greet you on behalf of the association. We pledge you that we will do what we can to make the conference a success.

President Watson:—Just a word—I wish to say that we appreciate the very great service that has been rendered by the secretary, President Atwood. I hope that it will be a long, long time before we elect him as president, but will keep him as secretary. I like the business-like way in which he goes about his work. He is well on his way as a young man to be of very useful service, not only as an educational man but as a man who will help his race in a very great way.

President I. W. Young:—I think our meeting was very much the best meeting that we have had.

Dean John W. Parker, Arkansas State College:—I have been very much interested in our work heretofore, but I believe that I know much more about the purpose of the land-grant college and its function than I did before coming here. I have a clearer objective of what the land-grant colleges are trying to do.

President Banks:—I suggest that at our individual colleges, we let the faculty know a little more about the objectives of the land-grant colleges. I believe that a large number of them would do a better job. The meeting to me has been quite an inspiration and I am very glad that I came.

President Watson:—You are largely responsible for its success, President Banks. It was you who said that our former meetings had not justified the states' expenses in sending us here.

President J. R. E. Lee, A. and M. College, Tallahassee, Florida, the newly elected president, presiding.

Gentlemen, I want to tell you that I appreciate the fact that you have seen fit to elect me as your president. I accept with a great deal of fear and trembling. I shall do the best I can, and of course, with your help, we will be able together to make a good job of it. I have never made a speech in my life and I do not intend to begin now. I am very glad that President Watson referred to the work of our secretary, President Atwood. After all the secretaries run these organizations.

President Watson:—I want to tell this body something that I have told in private time and again. It was Dr. Lee who found me out and took me down to Bishop College. He was preceptor at Bishop at that time and, I am here to tell you that he was some preceptor. He was also my first teacher in Latin and my first teacher in German.

President Banks:—Let us now take up the further business of the house. I offer, or rather move that the Fort Valley School of Fort Valley, Georgia become an associate member of this organization. (This motion did not receive a second).

President Watson:—I think Mr. Hunt's school would be about in the same class as the Vocational school at Topeka, Kansas. It is a training school. I don't know whether they do any work above the high school or not. I don't know how much agriculture they do. It struck me that it was a good idea to have him connected or associated with us, particularly in view of his appointment.

President Atwood:—I think it is on practically the same basis as the one at Topeka.

President Lee:—The next committee to be appointed is the auditing committee. Did we have an audit last year?

President Atwood:—Yes, the books were audited last year. We turned them over to President Gandy and he got his business manager to do the auditing.

President Lee:—We should have one every year. What is the concensus of opinion; that we let President Gandy do the auditing?

President Grossley:—I want to offer a motion that the same procedure be taken; that Dr. Gandy be appointed the auditing committee.

President Hubert:—You mean President Gandy as chairman of that committee. I second the motion.

President Lee:—It has been moved and seconded that President Gandy be appointed as chairman of the auditing committee. This motion was carried.

President Banks:—I would like for us to follow up some of the committees that have already been appointed. Some of the matters we can't afford to postpone. Every day is a day too long. Mr. Pres-

ident, I refer to President Hubert's committee. President Hubert might be able to arrange a conference with the president while he is at Warm Springs. With two or three other men this committee should get into definite action. If there is no counter-suggestion, I offer this as a motion.

President Grossley:—I second that motion.

President Hubert:—As chairman of that committee, I think that action ought to be taken now. On Saturday the President will be going to Warm Springs. He is going to be there for about a month—we should get an audition down there.

President Lee:—If there is no objection to that motion.

House:—Question!

President Lee:—All in favor of this committee getting into immediate action, let it be known by saying, "Aye." This motion was carried. This committee is composed of Presidents Hubert, Lee and Watson.

President Lee:—Wasn't President Banks on that committee?

President Banks:—I can't leave Texas any more between this and Christmas.

President Hubert:—I suggest that any other president that can come, do so.

President Lee:—I think since Tuskegee is so important, it might be a fine thing if we could get Dr. Moton, and Dr. Howe, too, to go. I think that Dr. Moton has more influence with the powers that be than any other colored man at this time (notwithstanding some of our recent appointments).

This committee is now composed of: President B. F. Hubert, President J. B. Watson, President J. R. E. Lee, President Arthur Howe, President R. R. Moton.

President Watson:—There was another committee appointed. It was the committee that was appointed to see if we could get some help for those peasant farmers. This is a very vital proposition right now. The thought behind that was: That the presidents of the Negro Land-Grant Colleges should initiate something that would help the peasant farmer besides sending an agent out. The extension agent isn't worth a cent to them. He doesn't know any more about it than some of these farmers do. These land-grant colleges are right next door to the main thirty per cent of the Negro farmers. And, they are in a worse condition now than they were twenty-five years ago. In the face of Tuskegee, Hampton, Florida and other colleges, the Negro progeny is worse off for leaders than they were twenty years ago. Anyway something should be done about this situation. And, if we feel that there is nothing that we can do, we ought to throw up our hands.

We spend more time getting a first-class football team than we do getting something worthwhile done for the masses of Negroes. We are more interested in getting a first-class half-back, than we are in teaching the boys to raise cotton, or corn, or tobacco, or potatoes any better. What I am trying to get at is this, that beyond a few that are turned out by Hampton and Tuskegee, we are just training a few folks to live uptown. The general run of our graduates are doing nothing. They are being nice people all right, they are making a living for themselves. They are doing nothing beyond that. They go out without any notion of making the general condition of the Negroes any better than if they had not gone to college. I am making this accusation hard so that somebody will get to thinking and see if there is anything that we can do.

President Lee:—I said to a group of people last night that we should not continue to spend the states' money if we couldn't do something worthwhile, something unique. The land-grant colleges should be a great vital force in this country. They would be if we would do something tangible.

President Howe:—With this subsistence committee, I think we are making a fine start. If we keep right at it, I think we will get somewhere. I was in Washington a few weeks ago. They had appropriated twenty-five million dollars, but had applications on file for four billion. This matter of getting something done now is so very important, I wish that more of the presidents were here to get in on it.

President Lee:—I was thinking how easy Dr. Howe might stay away from us, but he has been on hand right along. He is the only man that can afford to stay away.

President Howe:—I can't afford to stay away. I am the only man who can't afford to stay away.

President Lee:—In speaking of Mr. Hunt's application for associate membership in this organization, I thought it would be a fine thing. He has got hold of this farm problem. He is going to work with it for the next year or so. I thought it would be a fine thing. But regardless to that, I think we can count on him. He wants to justify his position.

President Watson:—I thought that there was some merit to admitting Mr. Hunt's school. I talked with a group of the men last night. There seems to be considerable sentiment running through the men, that if we let down the gap there will be a number of small schools that will want to come in. The blind man who was here yesterday wants his school considered. There are a number of industrial schools in almost all of the states. We have a second Tuskegee down at Fargo, (I guess that every state has one). Their principal is a man by the name

of Brown. He was the first person I knew of who got Federal aid for school teachers. He got this Federal money himself. There are a number of teachers that I know of that went to work because of this. There is something remarkable about this fellow. This was in the adult education work. Anybody who can get up ten people to teach will be paid by the government. As I say, there are hundreds of small industrial schools that would want to come in if we let the gates down. That is the sentiment, anyway. I wish that Hunt himself could come in. I would hesitate for the few of us that are left to take that step, however. I think it would be all right to put into the hands of the executive committee to study applications for memberships of this kind. I think the executive committee could handle that. They could make such recommendations as they saw fit.

President Lee:—I see what you have in mind. I was thinking that there were some of the schools that should have recognition—not just any school. There should be some kind of requirement.

President Grossley:—We have tried to abide by the laws governing the land-grant colleges and whenever there was participation in, or some specific state fund—Unless we want to be different from the other association.

President Howe:—I want to tell you how I appreciate being associated with you. I think the Fair is going to re-open next year. I think it would be a fine thing for the land-grant college association to be represented at this Fair. I think it is something worthy of consideration if the Fair goes on for another year.

President Hubert:—If we find that we can get an appointment with the President, I will wire the members of the committee. I would like to invite any other president that is interested to go along with this committee.

President Howe:—What voice do these associate colleges have in the association? I have been wondering.

President Atwood:—The associated colleges pay dues just as the other colleges, and are allowed all other privileges.

President Atwood:—Mr. President, I move that we do now adjourn.

This motion was seconded by Dr. Arthur Howe, and the conference adjourned at 11:27 a. m., November 15, 1933.